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ABSTRACT

This document includes the following articles: "How To Avoid Being a Fly on the Wall"; "Problem-Solving Strategies for Mentors"; "Support Materials for CEELT Courses: The Pedagogic Potential of Past Papers"; "EFL Teachers Solving Their Own Dilemmas"; "The Editor Talks to the President of TESOL"; "Introduction to NELLE and the Teacher Accreditation Project"; "Adding Group Process to the TT Agenda"; "A Few Words from the COBUILD Project"; "Using Trainees' Diaries for Assessment: Type of Entry and Technical Terminology"; "A Way of Getting from Classroom Tactics to Talk of Beliefs and Values"; "Inside Team Teaching"; "The Stress Factor in a Short, Assessed Pre-Service Teacher Training Course"; "The Proxemics of Lesson Planning"; "Trainer Language in Post-Observation Feedback Sessions"; "Karen Johnson 'Teachers Understanding Teaching'"; "When Were You Last in the Primary Classroom?"; "Novice Teacher in the Staffroom"; "Is Anybody Listening to Me?"; "The AAR Technique in Teacher Development"; "Using Classroom Data as a Basis for Feedback Sessions"; "Cognitive Dissonance on Assessed Training Courses"; "A Case-Study: Pre-teaching Vocabulary for a Writing Task"; "Kathleen Graves Talks about 'Teachers as Course Developers'." Also included are book reviews and the following regular series: Observation and Feedback, Session Plan, Workshop Report, Trainer Background, Interview, Language Matters, Author's Corner, Meet a Colleague, Current Research, Process Options, Trainee Voices, and Publications Received. (KFT)

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ED 440 531

The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers

Spring-Autumn 1999

Volume 13, Numbers 1-3

Tessa Woodward, Editor

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The Teacher Trainer

A PRACTICAL JOURNAL MAINLY FOR MODERN LANGUAGE TEACHER TRAINERS

Inside!

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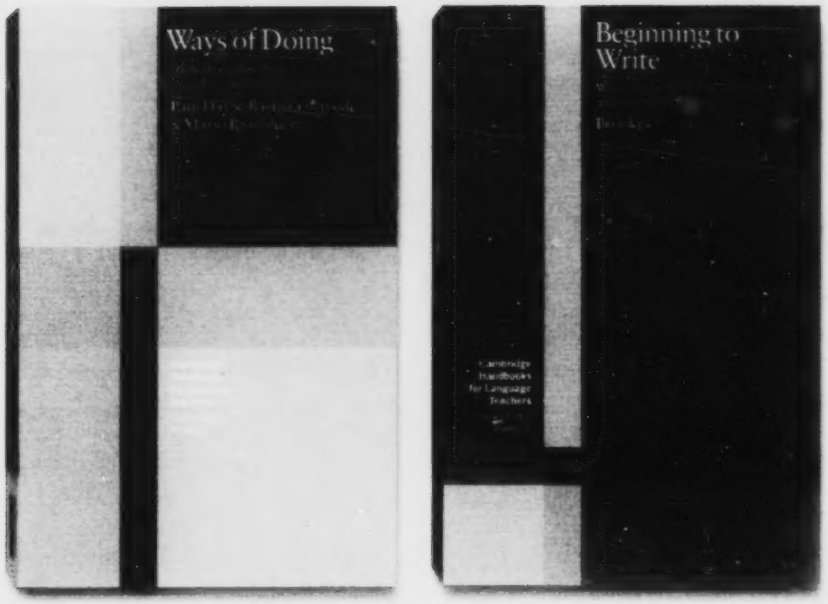

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ABOUT "THE TEACHER TRAINER"

"The Teacher Trainer" is a journal especially for those interested in modern language teacher training. Whether you are a teacher who tends to be asked questions by others in a staffroom, or a Director of Studies with a room of your own, whether you are a course tutor on an exam course, or an inspector going out to schools, this journal is for you. Our aims are to provide a forum for ideas, information and news, to put trainers in touch with each other and to give those involved in teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training.

The journal comes out three times a year and makes use of a variety of formats e.g. article, letter, comment, quotation, cartoon, interview, spoof, haiku ideas. If the idea is good, we'll print it whatever voice you choose to express it in.

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Editorial

I'm writing this after the New Year holiday on a mild sunny day in the South East of England. I hope it feels similarly spring like when you receive this first issue of Volume Thirteen!

By the time you get this, if all goes to plan, we'll have started putting articles from very early issues of The Teacher Trainer onto the Pilgrims web site on the internet. So, if you'd like to build a collection of old classics to go along with your new classics, just find us on WWW:http://www.pilgrims.co.uk/trainer/ Have fun!

In this issue we have some familiar series back again:

In the Observation and feedback column, Garry Powell (P3) takes seriously the suggestion of "observing a teacher without actually going into their classroom". He explains how he's made the idea work in three different settings.

The theme of people solving their own problems crops up in two different articles. Ingrid Wisniewska (P6) tries out a problem-solving model with a group of Czech mentors of primary teachers. Thomas Farrell (P11) describes two workshops where he encouraged teachers to prioritise problems and share solutions.

If you're interested in language qualifications for teachers of English, have a look at Ian Forth's article on the CEELT exam and one way he resources it (P8).

On the matter of keeping ourselves informed, there's an interview with Kathy Bailey the president of TESOL (P12), information from Kit Batten on NELLE (P14) and an article on the language work and publications of the COBUILD project (P21).

Mario Rinvolucri encourages us to think about the way the groups we work with function and invites you, the reader, to write in with your own comments and experiences (P17).

Pat McLaughlin describes the process of helping a Slovakian university teacher to improve a piece of writing and has the good sense to get some supervision himself to improve his own work (P18).

For readers who want to "taste and try before they buy", we have our usual dozen or so thumbnail sketches of recent books under the Publications Received column (P23).

I can hardly believe I've been bringing out this magazine for thirteen years now! It's made for you and, without your articles, subscriptions and your friends' names and addresses, it wouldn't exist.

So please keep sending them all in!

Tessa Woodward

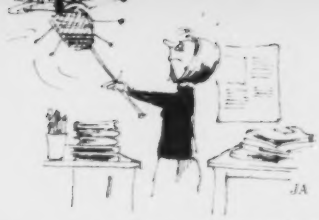
The Editor

Would you like to send something in to "The Teacher Trainer"?

"The Teacher Trainer" is designed to be a forum for trainers, teachers and trainees all over the world. If you'd like to send in a letter, a comment, a cartoon, a taped conversation or an article sharing information, ideas or opinions we'll be very happy to receive it. If you would like to send us an article, please try to write it in an accessible non-academic style. Lengths should normally be 800 – 4,000 words. Send your first draft typed in double spacing with broad margins. Your article will be acknowledged by pro-forma letter. Once you have had comments back later and have finalised your draft in negotiation with the editor, we will ask you to send us three hard (paper) copies and if at all possible a floppy disk (micro 3½" or 9cm). **Your article needs to be saved on the disk as an ASCII file**. Keep your headings and sub-headings in upper and lower case throughout. Finally, please give an accurate word count. We try to publish your article within about three issues, but if it is an awkward length it may be longer. It will be assumed that your article has not been published before nor is being considered by another publication.

We look forward to reading your article!

OBSERVATION AND FEEDBACK



How To Avoid Being The Fly On The Wall

by Garry Powell, USA.

Introduction: Advantages Of Unseen Observations

Some of the advantages of unseen observations are well-known or obvious. They are less threatening for teachers, for example. Quirke (1996) also points out that direct observations "are a bit of a charade as both teacher and pupils are usually on their best behaviour." In addition, "classroom practice will always be affected by the presence of another person." (Ibid.) These points are really disadvantages of direct observations. I would like to suggest more positive advantages of unseen observations, then go on to describe how I have used an instrument of my own device in a variety of contexts. For me, some of the major benefits are:

i) it is very time-effective for a busy trainer/director of studies;
ii) some issues – for example, how lessons are planned – are actually more susceptible to honest introspection than to observation;
iii) above all, it tends to be less judgemental; as a rule, description rather than prescription occurs, and this tends to generate more alternatives (cf Fanselow 1987).

If the main purpose of observation is to promote teacher development, as I believe it is, this last point is very important. Self-observation is a very useful tool for encouraging teachers to increase their awareness of, and evaluate, their own teaching.

Description of the Instrument

I administer two questionnaires. The first, adapted from Nunan (1988:30) is designed to discover the teacher's explicit beliefs about methodology, his or her teaching philosophy (Appendix A). Teachers complete it before their "observation"; this leads nicely into pre-course/pre-lesson conferences.

The second questionnaire, of my own design (Appendix B), is filled in on completion of a fairly typical lesson. Its purpose is to reveal what actually happened in the class. The main areas covered are: error correction; display vs. reference questions; nomination of topic/speaker; monitoring; teacher-fronted vs. group/pair work; real-world vs. pedagogic tasks; the role of grammar instruction; authenticity of materials; skills focus; involvement of learners in communicative activities; why and how activities were chosen; who evaluated the lesson and its effect on future lessons.

Individual post-lesson conferences, or group feedback sessions, are then held, depending on the context, as I shall describe in the next section. I am not suggesting that questionnaires like the ones described should replace the traditional discussion of the lesson plan, which focusses on specific teaching objectives and how they are achieved, but that unseen observation questionnaires are a valuable supplement which encourage practitioners to articulate their general principles, then examine them and analyse them for contradictions (cf Lamb 1995).

How It Has Been Used In Varying Contexts; Summary Of Results

i) The UK summer school

I developed the instrument in 1992 as part of a research project whose aim was to examine the relationship between teachers' explicit and implicit beliefs, and their congruence (or lack of it) with classroom practice. Although invited by a large language school to observe their summer school teachers, including the DOS, I declined to do so, partly because at that time I was untrained and inexperienced as an observer, and doubted how reliable my perceptions would be, but mainly because I felt that as a stranger, my presence in the classroom would be threatening and unwelcome. This supposition was confirmed by the evident suspicion which greeted me as I was introduced to the group by the DOS, and the visible relief which followed when they were told that I would only ask them to fill in questionnaires, anonymously, and discuss their teaching.

At the teachers' own request, a post-unseen observation conference was held, with the whole group. We discussed the most salient findings, which were that lessons appeared to have been less communicative and less learner-centred than the pre-course questionnaire would have led one to guess, and found that teachers were remarkably frank and relaxed in considering why this should be so. No doubt this was partly because I was not in a position of authority over them, and would not be reporting on them; but also, I am sure, it was because of the anonymity of the questionnaires. It proved unthreatening to evaluate the generalised inconsistencies of the group, whereas an investigation of individuals might have been another matter (Powell 1992).

ii) INSET in the language school abroad

As ADOS of a large language school in Poland in 1993, I was required to observe all the teachers under my supervision; some fourteen in number, these were mostly non-native speakers of English, qualified but mainly very young and inexperienced. Most of them were anxious at the prospect of being observed at all, particularly by a native speaker, but I was able to defuse much of their anxiety by using the questionnaires first, getting them to discuss their beliefs about methodology as a group and individually, then comparing these explicit statements of belief with what appeared to have happened in their classes. (Of course I also used other strategies, such as inviting teachers to observe and discuss my own classes, and each others'.) The questionnaires proved to be not merely a useful tool for

continued ►

me, but often also a useful one for teacher development. A number of them reported increased self-awareness, and continued to use the questionnaire as an instrument of evaluation for themselves. I also noticed that the group – which tended to be rather traditional, favouring explicit grammar instruction and emphasising accuracy over fluency – started to include more communicative and learner-centred activities, though of course this may have been just to please me.

iii) Quality control in a university setting

Since 1993 I have worked at the United Arab Emirates University, on a foundation-year English course for all undergraduates. The English Unit has over 120 instructors, all qualified to RSA Diploma or M.A. level, and mostly widely experienced. The problem for supervisors here is that team members frequently resent being observed on the grounds that their qualifications and experience are equal, and at times superior, to those of the observers. In response to petitioning that teachers be trusted as professionals, the university has recently decided to implement an annual self-observation, similar to the one I am advocating here, after an initial seen observation in the first year of service.

In 1994 I piloted such a scheme, with over half of the faculty participating, and a workshop held after the experience showed that most respondents found the experience a valuable contribution to teacher development (Powell1994).

Conclusions

Unseen or self-observation has obvious limitations: there is the gap between "what people think they are doing, what they say they are doing ... and what in fact they are doing" (McDonald and Walker 1975: 7-8), and there is the risk that teachers will complete the questionnaires according to their expectations of what the administration wants to hear. Nevertheless, they are probably not much less reliable than many direct observations. (If you have observed lessons with other trainers then compared notes afterwards, you will know what I mean!)

My experience suggests they can be particularly fruitful for directors of studies on summer schools or in other settings where there is insufficient time to gain teachers' trust before observing them; and also for supervisors with permanent teaching staff, as a means of breaking the ice before direct observation begins, and as an ongoing process to aid and monitor teacher development. We have everything to gain if, as Quirke (ibid.) says, we "see the class through the eyes of the teacher and rely on him (*sic*) as the professional he is."

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Appendix A

(adapted from Nunan 1988: 30)

Pre-lesson questionnaire

Please mark: agree/neutral/disagree

1. Repetition/substitution drills are useful
2. Fluency is more important than accuracy
3. Activities should focus on whole-task rather than part-skill practice
4. Grammar should be taught explicitly
5. Learner errors should be corrected
6. Comprehension activities should precede production
7. Activities should be selected because they're interesting/enjoyable rather than because they relate to linguistic objectives
8. Activities should be derived in consultation with the learner
9. Activities should be developed which require learners to simulate behaviours needed to communicate outside class

Appendix B (post-lesson questionnaire)

You may choose more than on response

1. During the lesson I corrected _____ learner errors.
   a) all b) most c) some d) no

2. If you chose a, b or c, how did you correct the errors?
a) I told the learner he/she was wrong and supplied the correct response
b) I indicated the learner response was wrong and invited self-correction
c) I encouraged peer correction
d) I repeated what the learner said, correcting the errors, without pointing them out
e) I noted down the errors and drew the learner's attention to them in private later
f) I noted down the errors and later proceeded to whole-class treatment of them

3. When I asked question I _____ knew the answer.
   a) usually/always b) often c) rarely/never

4. During speaking activities the topic to be discussed was nominated by
   a) me, always b) me, usually c) me, quite often
   d) the learners, generally
   e) one or two extroverts among the learners

5. Most speaking activities were
   a) teacher-fronted: I nominated who would speak
   b) teacher-fronted, but learners themselves decided who would speak
   c) performed in pairs/groups, with me monitoring
   d) performed in pairs/groups, and I didn't interfere in any way

6. Speaking activities were mostly
   a) real-world tasks b) simulated real-world tasks
   c) pedagogic tasks

7. a) Grammar was an important part of the lesson, which I taught explicitly
   b) Grammar was important, but not taught explicitly; learners inferred it for themselves
   c) No grammatical structure was part of the lesson plan, but I gave grammatical explanations if the learners requested them
   d) As the purpose of the lesson was to develop the ability to communicate, I gave no grammatical explanations, and no structures were practised

8. Materials used were
   a) authentic, i.e. not produced specifically for language learners
   b) authentic, but adapted to suit my learners' needs
   c) produced by me/the learners
   d) produced specifically for ESL/EFL (e.g. textbooks)

9. The four skills (reading, writing, speaking and listening)
   a) were all practised separately
   b) were not all practised, but occurred separately
   c) were practised in combinations of two or three skills
   d) were integrated in a whole-task approach

10. Communicative activities (i.e. which involve doubt as to the interlocutor's response; choice of response; feedback in the form of genuine reaction of interlocutor), involved
   a) all learners
   b) most learners
   c) some learners
   d) one or two learners dominated the proceedings

11. Activities were chosen
   a) because they were relevant to learners' needs
   b) because they were enjoyable
   c) in order to practise certain linguistic structures
   d) in order to test the learners

12. Activities were planned
   a) by me, without consulting the learners
   b) by me, in response to learner data derived from needs analysis
   c) by me in consultation with the learners
   d) by the learners alone

13. For most of the lesson the learners
   a) worked in pairs/small groups
   b) worked individually
   c) worked together as a whole class

14. During/after the class
   a) the learning experience was not evaluated
   b) the learning experience was evaluated by me but not communicated to the learners
   c) the learning experience was evaluated by me, and I gave my impressions to the learners
   d) the learning experience was evaluated by me and the learners together

15. Subsequent lessons
   a) will be unaffected by what took place in this one
   a) may be affected by my evaluation of the success of this one
   a) may be affected by the learners' evaluation of the success of this one

Please add any additional remarks:

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SESSION PLAN:

Problem-Solving Strategies for Mentors

by Ingrid Wisniewska, The Czech Republic

Introduction

One view is that the first step towards solving a problem is to describe it. The second step is to generate as many different possible solutions, however crazy they may at first seem to be. The third step is to evaluate the alternative solutions (and to take action on the basis of this evaluation). It also helps to reflect on the process itself and find out what we have learned about the nature of problem-solving and our approach to it.

If you are interested in this model of problem-solving, you may like to try the following activity which I used on a course for mentor/supervisors to help them help trainee teachers with their problems.

The group that I was working with were a group of 30 Czech primary school teachers who have been supervising trainees from the pedagogical faculty for between 1 and 3 years, although they themselves have in many cases not been teaching English for very long (they are experienced teachers of other subjects and have been teaching English for 5 years or less).

Describing the problem

I asked the group to predict the kind of problems they thought were most worrying for their trainees in the classroom. The suggestions they made included: discipline, timing, marking and checking understanding.

Then we looked at some real examples of real trainees' problems (these had been written by trainees in their evaluations at the end of their teaching practice). Here are some examples of what the trainees wrote:

I still get confused a bit when the kids do not understand clearly what they are supposed to do.

I could have been clearer while giving instructions in English. I found it very difficult to explain something in English to students whose range of vocabulary is very limited. So, I sometimes used Czech because I was unable to describe some activity in English.

I should concentrate more on distributing my attention to all students alike.

It is hard for me to control things if everybody gets involved in the activity.

I am not good at planning the time we spent on each activity.

...the general problem how to make the children not use Czech. It happened to me quite often that I answered a Czech question in English not insisting on the English version of the question. Or sometimes I myself translated the question into English and answered right away.

It was interesting for the mentors to see if their predictions of trainee concerns had been accurate – in most cases they were – and it proved to be a very motivating factor that the problems were authentic, even in the trainees' own handwriting, and not made up by the trainer.

The mentors were divided into small groups, each group member took one of these problems and discussed them briefly, then the group chose one that they wanted to work with in more depth.

Generating Alternatives

Each group then made a poster by placing their problem in the centre of an A3-sized paper and surrounding it with bubbles like a spidergram, each bubble containing a different possible solution (minimum 5 bubbles). They were also encouraged to use different expressions for giving advice in English eg "Why don't you....?" "Have you tried ?" "I sometimes ....." and to add their own suggestions for ways of giving advice. This gave the activity a language as well as a methodology focus and I believe it also encouraged mentors to think of alternative ways of giving advice in Czech.

In his book "De Bono's Thinking Course", Edward De Bono writes: 'The main purpose of thinking is to abolish thinking'. When we normally try to solve problems, we think of various possible solutions and when we find one that works, we stop. Not only that, but we tend to use the same pattern over and over believing that it is the best and perhaps the only solution. The process of generating alternatives can help us to break routines that are inefficient or uncreative.

Opposite is one example of a poster that the group made: →

The discussion during this activity was very heated! Everyone had their own idea of how the problem should be solved. Each idea was different, yet after discussion they realized that it was not the only or necessarily the best approach. I felt that this activity really raised awareness of the fact that there are many possible ways of dealing with a specific problem, although as mentors they were constantly faced with their own and trainees' expectations that they should be guiding trainees towards the 'best' way of teaching. I thought that the shape of the spidergrams also helped us to think of the solutions in a non-hierarchichal way.

Evaluating the Solutions

After completing the spidergrams, the problems were removed from the posters, the posters were exchanged and groups tried to guess what the original problem had been. This helped to reveal whether the advice really suited the solution (it was also fun to do!). The new group then evaluated the solutions and added any further suggestions which they could think of.

The solutions were evaluated according to various categories eg high-risk/low-risk (for the trainee); teacher-dependent/pupil-autonomous; useful for higher/lower levels of pupils; requires more preparation;takes more classroom time. The posters were then returned to the original groups and the evaluations and additional comments were discussed in the group.

Reflection

I asked the group to reflect on what they had learned about problem-solving from this activity and how it was related to their work as mentors. The following points emerged from our discussion:

1. It is useful to generate many possible alternative solutions to a specific problem because everyone has their own way of teaching and their own personality so what suits one teacher may not work for another.

2. It is the role of a mentor to suggest different alternatives, when appropriate, but also to enable trainees to generate their own alternatives so that they will become more autonomous in future.

This led into a discussion of the types of questions which would encourage trainees to become more independent eg " Can you think of any other ways of ....?" and "What do you think would happen if .....?" These types of question clearly contrasted strongly with the more prescriptive structures used in the earlier part of the activity and I felt it was useful not to invalidate the more prescriptive approach (which was the style most of these mentors had experienced in their own training) but to show how there could be a progression from a more prescriptive to a more reflective and thought-provoking approach as the student teacher gains in experience.

Conclusion

In conclusion, I asked each participant to think about their own most worrying problem in mentoring. Here are some examples of what they wrote:

How to tell the trainee that the lesson was of a very low quality.
I sometimes find it difficult to make the student teacher think why she is doing the activity (the aim of it).
Is it ok to interrupt students and help them when things are going wrong?
She preferred my advice how to plan lessons, she was afraid to use her own ideas.
How to break the barrier. I don't think they express themselves very freely.

The participants discussed their problems in pairs, trying to describe the problem more precisely and bearing in mind the advantage of generating as many different solutions as possible.

I found the problems fascinating, in fact they are great material for a whole new seminar!

In some situations you can ask quicker students to help slower students and to take some responsibility.
If you really want to be sure that everybody understood you can ask someone to translate your instructions.
I found it very difficult to explain something in English to students whose range of vocabulary is very limited.
Why don't you check understanding by asking questions?
Use more gestures, mining
Have you tried to show this activity with a clever pupil?
You should use short sentences and simple instructions.

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References

'De Bono's Thinking Course' by Edward De Bono (BBC Books 1982)

The author – Ingrid Wisniewska was a teacher trainer working for the British Council at the Pedagogical Centre in Prague in the Czech Republic when she wrote this. She is interested in sharing ideas for facilitating autonomy in teacher education.

Support Materials for CEELT[1] Courses - the pedagogic potential of past papers

by Ian Forth, Centre for International Education and Management, Chichester Institute of Higher Education, UK.

Introduction

The CEELT exam is a language qualification for teachers of English whose first language is not English. The examination is often used to provide an incentive for teachers to improve their professional language abilities or to help teachers in training to make the linguistic transition from learners to teachers of English. CEELT can be taken at two levels of proficiency: CEELT I is appropriate for candidates with a good, higher intermediate level; CEELT II demands a more advanced level. The structure of the examination is the same at both levels and can be summarised as follows:

Paper 1 (Oral)	• Reading aloud of texts suitable for classroom use; • Group interaction to describe and discuss a video extract from a language classroom
Paper 2 (Reading and Writing)	• Comprehension and note-taking tasks based on texts relevant to a practising EFL teacher; • Error correction of a piece of authentic EFL student writing; • Writing to a professional contact
Paper 3 (Listening)	• Comprehension and note-taking tasks based on extracts from EFL lessons, lectures, talks, and exchanges on aspects of a teacher's work.

The growing number of teachers who prepare for and take CEELT are usually very positive about the relevant focus of the exam and the way in which it meets their own specialised language needs. The main strengths of CEELT for teachers are:

- the focus on language skills both to realise and develop their classroom practice and to take part in training courses conducted in English
- the use of video classroom sequences and other professionally appropriate source texts and task types
- important awareness raising of methodological issues and classroom techniques
- the provision of opportunities to think and talk about language from an educational and work-related perspective

Resourcing a CEELT Course

The CEELT exam is usually taken following a preparatory course. When discussing the running of CEELT courses with trainers, one question that nearly always crops up is 'Is there a coursebook which prepares for and ties in with the CEELT exam specifications ?' There are a number of published materials which are helpful in preparing a CEELT course and these are listed in the UCLES[2] publication 'CEELT Course Design Guidelines'. This pamphlet sets out some practical tips for planning and resourcing a course for centres thinking of offering the exam for the first time. These Guidelines are just one of a number of Support Materials which are available on request from UCLES.

The full list includes:

- CEELT Handbook
- Course Design Guidelines
- Past Papers
- Past Videos and Cue Cards for Oral Interaction
- Guidance to Centres on Marking

These materials were originally written for examination purposes. As such, they might be seen as fragmentary and impersonal when considered from a teaching and learning perspective. Therefore this article suggests a few ways in which CEELT trainers can nevertheless make use of these support materials, not just as exam practice fodder, but in order to generate appropriate and valid pedagogic schemes of work and activities for CEELT preparation.

1. Planning a Topic Web to Integrate CEELT Input and Tasks

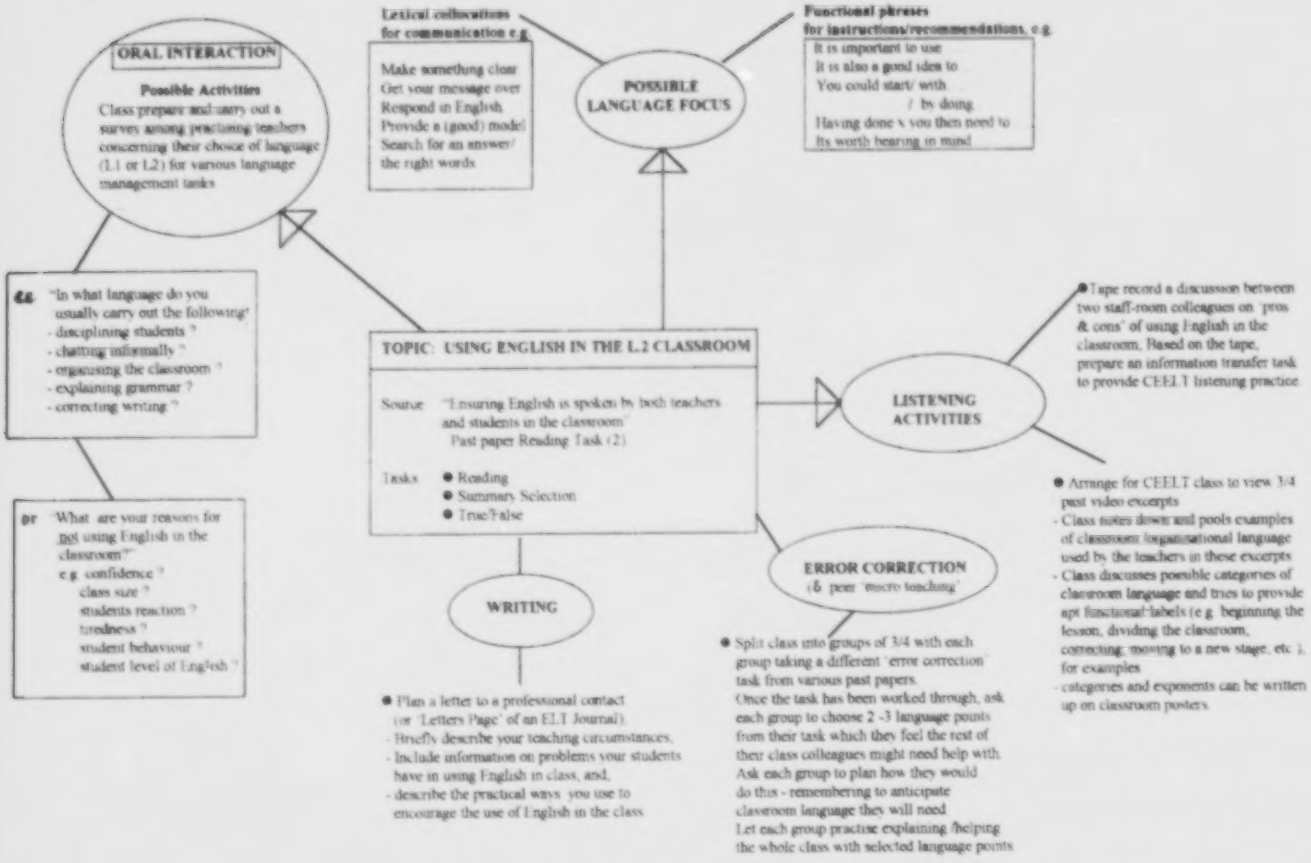
The main problem with using past papers for CEELT language development is that there is often no progression or connecting narrative between the various component parts; a 'past paper' is just a series of disconnected tasks with little or no linkage between them. The following outline procedure looks at a way of taking one of the CEELT tasks from a collection of past papers and using this component to generate a topic web of activities.

The first step is to look through a selection of past exam papers in order to find a text from the Reading/Writing or Listening Papers which might suggest an interesting topic area. This topic can then be used as the thematic framework for related skills practice. For example, looking through the current edition of the CEELT Handbook (pages 25 – 27), Task 2 of the Reading & Writing Paper (Level I) is a summary selection task based on a text entitled 'Ensuring English is spoken by both teachers and students in the classroom'. This is a short passage which provides some classroom management tips on how to maximise the use of English in the FL classroom. After a quick brainstorm, this text (in terms of its content and language features), can

[1] Cambridge Examination in English for Language Teachers.
[2] University of Cambrigde Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge, CB1 2EU, UK.

then be used to bootstrap and organise a topic web of classroom ideas and activities as in Figure 1.

Figure 1


ORAL INTERACTION
Possible Activities
Class prepare and carry out a survey among practising teachers concerning their choice of language (L1 or L2) for various language management tasks
Lexical collocations for communication e.g.
Make something clear
Get your message over
Respond in English
Provide a (good) model
Search for an answer/ the right words
POSSIBLE LANGUAGE FOCUS
Functional phrases for instructions/recommendations, e.g.
It is important to use
It is also a good idea to
You could start/ with
/ by doing
Having done x you then need to
Its worth bearing in mind
eg. "In what language do you usually carry out the following?
- disciplining students ?
- chatting informally ?
- organising the classroom ?
- explaining grammar ?
- correcting writing ?"
or "What are your reasons for not using English in the classroom?"
e.g. confidence ?
class size ?
students reaction ?
tiredness ?
student behaviour ?
student level of English ?
TOPIC: USING ENGLISH IN THE L2 CLASSROOM
Source: "Ensuring English is spoken by both teachers and students in the classroom"
Past paper Reading Task (2)
Tasks:
● Reading
● Summary Selection
● True/False
LISTENING ACTIVITIES
● Tape record a discussion between two staff-room colleagues on 'pros & cons' of using English in the classroom. Based on the tape, prepare an information transfer task to provide CEELT listening practice.
● Arrange for CEELT class to view 3/4 past video excerpts
- Class notes down and pools examples of classroom/organisational language used by the teachers in these excerpts
- Class discusses possible categories of classroom language and tries to provide apt functional labels (e.g. beginning the lesson, dividing the classroom, correcting, moving to a new stage, etc.), for examples
- categories and exponents can be written up on classroom posters.
ERROR CORRECTION (& peer 'micro teaching')
● Split class into groups of 3/4 with each group taking a different 'error correction' task from various past papers.
Once the task has been worked through, ask each group to choose 2 -3 language points from their task which they feel the rest of their class colleagues might need help with.
Ask each group to plan how they would do this - remembering to anticipate classroom language they will need.
Let each group practise explaining /helping the whole class with selected language points.
WRITING
● Plan a letter to a professional contact (or 'Letters Page' of an ELT Journal).
- Briefly describe your teaching circumstances.
- Include information on problems your students have in using English in class, and,
- describe the practical ways you use to encourage the use of English in the class.

By laying out ideas in this way, trainers can get a starting point for a topic-lead approach to course planning, as well as balancing and integrating the coverage of tasks, skills, and language points which are suitable preparation for the CEELT exam.

2. Using CEELT Past Papers in a Carousel Workshop Format

The aim here is to provide a way of organising the CEELT classroom so that students can work on tasks from past papers in an interactive fashion, and which also enables them to focus on their own areas of interest or weakness.

Using a carousel format involves dividing the CEELT class into small groups of 3/4 members. The next step is to arrange the classroom so that there are 6/7 work stations or areas in the classroom where each small group can work fairly independently on a CEELT task. The task instructions and materials (grammars, dictionaries, advice notes, answer keys, VCR, cassette player, etc.,) need to be set out at each work station before the workshop gets started. Each sub-group then works collaboratively on a task and once this has been discussed and checked, they then move round the room to another work station and a new task.

With groups moving from one table to another, it sometimes helps to sellotape copies of the CEELT tasks to the table tops to stop participants taking materials away with them when they move on to a different stage of the carousel. A further organisational tip is to set up one table or work station with task materials but not to use this table at the start of the carousel workshop. Keep this in reserve as an overflow to avoid any jams when groups want to move on to a new task. In this way, you can direct a group to the overflow table, if they finish before another group is ready to move on.

For this kind of workshop, there are two basic ways in which the trainer can set out tasks from CEELT past papers to structure the carousel; (1) the rehearsal approach, or (2) the array method. The rehearsal method provides different examples of the same task type; each sub-group works on the same generic task type (e.g. Error Correction), but the work stations contain different examples or passages of this geno-type taken from various past papers. In this way, intensive, concentrated, and cumulative practice can be provided. In addition, as a plenary activity after using a carousel format to focus on the Error Correction tasks, the class can make a list of the Top Ten grammatical and lexical errors which are found in this kind of CEELT task. These can then be put up on classroom poster displays along with declarative or explicit grammar hints to remind trainees of these common pitfalls.

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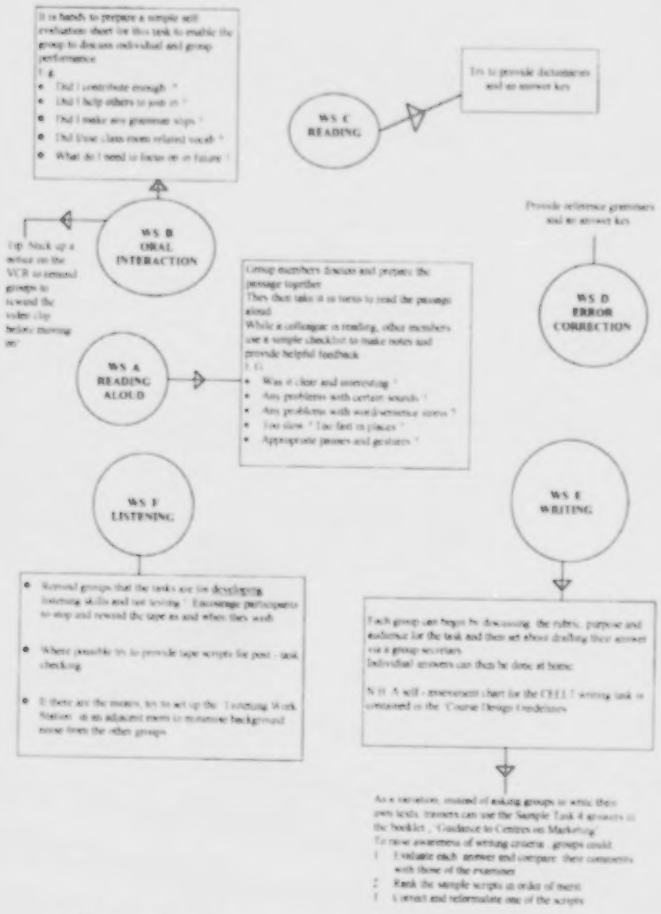
The array approach involves setting up *different* CEELT task types at each work station.. This is illustrated in Figure 2.

Figure 2



WS = work station

3. Organising Past Papers for Self-Access Use

Many of the CEELT support materials can very easily be adapted for self-access purposes. All that needs to be done is to establish a simple index system for the various CEELT tasks and to file them accordingly in a portable storage box or lever arch files. For example, a suggested index code, which can be stenciled on the front of each task, might be:

CEELT Self-access Index Code	CEELT Exam Papers
OI/...	Oral InteractionTasks
RA/...	Reading AloudR1/...Reading: extracts from short, practical articles on teaching tips
R2/...	Reading: longer extracts from EFL source books and articles
EC/...	Error Correction: short texts of learner writing for error identification and correction
W/...	Writing to a professional contact or ELT Institution
L1/...	Listening: classroom language
L2/...	Listening: extracts from talks on issues of professional development
L3/...	Listening: teachers discussing practical aspects of their work

After setting up this index, you can then code and file each past paper task with a number, e.g. W (writing)/ 1, 2, 3, 4, etc.. Answer keys can retain the same code but are prefixed by 'A', e.g. A/W/1 = Answer Key for Writing Task No. 1. The CEELT Handbook, as well as the booklet, Guidance to Centres on Marking, contain ready-made answer keys to kick-start a self-access system. However, by also asking your trainees to write and create answer keys for the tasks as they use them, you can not only save on preparation time, but more importantly provide a tangible and public outcome for their efforts, which, following trial runs and rephrasing of suggested answers, demands a high level of accuracy on the students' part.

The final stage in adapting support materials for self-access use is to design a simple 'Progress or Personal Record Sheet' so that over the CEELT course trainers and students can keep track of which tasks have been tackled and the language areas which still need further attention and practice. Here is an example:

CEELT SELF-ACCESS PERSONAL RECORD SHEET

Name .....

Keep a brief record of the self-access tasks you select using the chart below:

Date	Task Index Code (i.e. EC/3)	Skills practised? Points learnt?	Score	Points for further development?

Conclusion

Unlike preparing classes for the other main suite of UCLES examinations (First Certificate in English, Cambridge Proficiency in English.etc.,) there is no one coursebook for the CEELT exam which itemises everything necessary to prepare for the exam. However, I have tried to illustrate that the various support materials available to centres can be reasonably quickly and effectively adapted to provide appropriate teaching and learning materials for the course.

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WORKSHOP REPORT

EFL Teachers Solving their own Dilemmas

by Thomas S C Farrell PhD, Nanyang Technological University, Singapore.

Introduction

It is common in the teaching profession that experienced teachers do not readily talk about their teaching outside of official staff meetings. As a result, individual experiences are not often shared. However, the experiences of foreign language teachers should be made available not only for the experienced teachers themselves but also for the less experienced teachers who would benefit from discussion with their more experienced colleagues. One way of starting the discussion is to have a group of teachers reflect on dilemmas they have already encountered, or they think they will encounter in their classrooms.

This article reports on the results of two workshops (similar to Wajnryb's (1992) ideas), one at the Korea TESOL Conference (October 25-27, 1996) and the other at the First Pan Asian Thai TESOL Conference (January 4-7, 1997) which attempted to give ESL/EFL teachers an opportunity to reflect on their own classroom practice and generate their own theory about teaching. At the end of the workshops the participants were asked to present group's set of strategies for topics related to their professional practice. Each workshop consisted of four phases. The method of getting the teachers to speak to each other presented in this article consists of the use of index cards and groups (phase I), groups and ranking of topics (phase I, II, & III), and sub-groups and ranking (phase IV).

The Workshops

The first workshop, in Seoul, Korea, involved thirty-one EFL teachers, and the second, in Bangkok, Thailand, involved seventeen people: all shared similar backgrounds in EFL instruction and teacher education.

Phase I

This first phase of the workshop consisted of getting groups of five participants to sit in closed circles. Participants were given a blank index card when they walked into the room and asked to reflect on a recent teaching practice or experience in the classroom, positive or negative, that caused them to stop and think about their teaching. They were to write this on the blank card and then share it with the other members of the group. Each group was then asked to rank the incidents in order of importance and to write these on one blank card for each group. For the Korea TESOL group the important items were:

Using and teaching a grammar book; getting students out of the by 'rote' learning patterns and into a self-initiated, creative mindset; how do you help students think on their own?; students overcoming fear; is real communication activity possible in a beginners' group?; students' reading is parroting the text-are they understanding any of it?; how can I tell?; tardy arrival of students; too many students in the classroom; student inattention-off task behavior; how to give feedback from mid-term exams?; motivating the students; maintaining interest/attention with diverse groups; control of elementary students.

The individual concerns at the Thai TESOL Conference were:
How can I get my students to study English? (from a Thai teacher). How can I get fresh ideas? (An American materials writer). How can we solve the entrance exam dilemma? (2 teachers from Japan). How can I get teachers to be more confident? (from a teacher educator in Hong Kong). What are 'qualified' teachers? (An American teacher in Korea). How can I get shy students from Asian countries to talk in class? (a teacher educator from the USA). Phase I took about ten minutes

Phase II

For the second phase, the closed groups opened into one large group facing the blackboard. This second phase called for the participants to rank in order of importance five key dilemmas that they would like to discuss. I put a list of the five points pooled from each group on the blackboard as follows:

Group	A	B	C	D	E
Points					
	1				
	2				
	3				
	4				
	5				

Next, participants had to choose from the above list the five most problematic or interesting areas they would most like to discuss in detail. The five areas that the Korea TESOL participants chose to talk about were: (1) Problems of class size; (2) Student progress; (3) Student motivation; (4) Student fear of talking in English; and (5) Cultural dynamics. The five areas that the Thai group wanted to talk about were: (1) Entrance exams; (2) Improving teacher's confidence; (3) Student's lack of confidence; (4) Cultural problems in teaching; (5) Teachers making more informed decisions. Phase II took about fifteen minutes.

continued ⟶

Phase III

Next, five new sub-groups were set up under the five themes identified in Phase 11. Participants could choose to join any of these sub-groups to discuss specific problems. A summary of the topics each group talked about were presented in the form of guidelines in phase IV, the final phase. It worked out that the participants were, more or less, evenly numbered in each sub-group with no one theme attracting more participants than another. Phase III took about twenty minutes.

Phase IV

Finally, each sub-group reported back to the main group in order to share their reflection on that theme. For example, the groups at Korea TESOL choose five group topics and came up with some guidelines for teachers: Group 1: Large classes. Definition: 50-70 students of different ages; guideline: do group/pair work whenever possible. Group 2: Student Progress; guideline: teachers should have sound methods of assessment and give feedback. Group 3: Motivation; guideline: Topics must have relevance to students' lives and experiences. Group 4: Student Fear of Talking; guideline: Prepare students with exposure to language that will appear in the activity. Group 5: Cultural Dynamics; guideline; avoid confrontation. Examples from the groups at Thai TESOL included: Group 1: Entrance exams; guideline: Listening and speaking component should be added in the national tests of Japan, Korea, and Thailand. Group 2: Improving teacher's confidence; guideline: Opportunities for professional upgrading. The other issues discussed at the Thai TESOL conference were similar to those discussed at the Korea TESOL Conference. Phase IV took about ten minutes.

Conclusion

It is evident from the diverse topics in each workshop, that EFL teachers have a lot to say; the only problem is that they often do not have a forum in which they can present their ideas. The type of talking and sharing in the workshops frees ESL teachers from impulsive and routine behavior. Furthermore, this type of reflection allows the teacher to act in a deliberative, intentional manner and to avoid the feeling that theory is not applicable to their teaching lives. A group of teachers who meet and talk about teaching (as happened in the workshop outlined in this paper) can draw on their own experiences and become more confident that what they may be doing in the classroom is theoretically and practically sound. In addition, teacher educators can use the same system to become proactive thinkers about strategies that may help them in their classrooms.

Reference

Wajnryb, R. (1992). Learning to teach—the place of self evaluation. TESOL Reporter, 25: 63-68.

Interview with Kathy Bailey

Kathy Bailey works at the Monterey Institute of International Studies, California, USA, as Professor of Applied Linguistics. She has just taken over as the president of TESOL, the US-based international education association. She may be best known outside the US as the co-editor of 'Voices from the Language Classroom' (with David Nunan, CUP) and co-author (with Dick Allwright, CUP) of 'Focus on the Language Classroom'. In a day absolutely jam-packed with meetings and phone calls, Kathy made time for me on the 32nd floor of a convention centre in Seattle. We enjoyed American sandwiches and chatted between mouthfulls!

TW: Kathy, apart from being president of TESOL, what kind of work do you do?

KB: Well, I just had a great sabbatical at the Chinese University of Hong Kong where I taught EFL. But at the moment all my students at the Monterey institute are teachers in training. They're virtually all experienced teachers who are going for their master's degrees. Some are still teaching and are studying part time. Others are full time students. I'm also a reader for Project, the Australian journal, for the Asian Journal of English Teaching, and a new research journal called Language Teaching Research and the Modern Language Association too.

TW: Any new writing projects in the offing?

KB: Yes, actually! I'm involved in a volume on professional development with David Nunan from the University of Hong Kong and Andy Curtis, who's from the Chinese University of Hong Kong. We're looking at the kinds of things we experienced teachers can do individually and with colleagues in our day to day lives ñ things other than going on courses or attending conferences – for professional development. We'll have chapters on self-awareness, self-observation, videotaping, reflective teaching, teaching portfolios, peer monitoring, coaching, journals and so on.

TW: Will that be out soon?

KB: No, we're all too busy! But the three of us have co-authored a paper on the topic for the summer '98 issue of the TESOL Quarterly. In Hong Kong we tried to practise what we preach, in the sense that David developed a teaching portfolio, I kept a journal for a year of my teaching in Hong Kong and Andy and I videotaped our team-teaching. Our next steps were collaborative. David and Andy both read my journal. Andy and I read David's portfolio, then Andy and I watched our videotape of our teaching with David there leading us through it, asking us questions and observing us watching! Multiple embeddings of our data checking! It was really great having the time and having colleagues who were interested in doing that!

TW: It sounds fun! Now, when you're working in teacher training or education what main issues are you involved with?

KB: Let me first give you a context. The backdrop is that most of our students take three semesters for their master's degree but they can also stay an additional semester for a certificate in language program administration that includes courses on budgeting, accounting, marketing and also things like teacher supervision and teacher education. So, looking at that program, where people are preparing to be language teacher educators, I have three main priorities. One issue that I think is pivotal is the connection between received and experiential knowledge of the field. In the US, the master's model has historically tended to be a top-down, transmission model, communicating the received knowledge of the field. We work a lot instead on the experiential side. We don't ignore the research findings or theory, but we try to see the connection between the theory and the teachers' own experience. How does the experience feed the teachers' own theory?

TW: I see. What's your second main issue?

KB: I've worked a lot in settings where supervision was used to ensure that teachers were up to scratch, teaching to the curriculum or following departmental policy and so on. I've got very interested in the problems of equitable supervision. When we watch teachers, I'm intrigued by the relationships between observations, inferences and opinions. When I do observation training for teacher educators or researchers I work a lot on getting people to express inferences or opinions but they must be supported by observations. We need to go back to the data to see where these inferences and opinions come from.

TW: Yes, what Rinvolucri calls "the facts versus literature"! What's your third main issue?

KB: The third thing I'm interested by is, when working with teachers in classes, trying not to do the top-down supervisory model "This is what you did wrong! Change this and you'll be a good teacher!" Instead, I work with the teacher's, the observer's and the students' interpretation of events.

TW: "Triangulating' the data?

KB: Yes.

TW: You've just taken over as president of TESOL. What, in your view, are these teaching organisations for?

KB: There are multiple functions. There's what they can do for the individual and what they can do for the field. For the individual...well, if I speak for myself, the yearly cycle of coming to TESOL to meet new colleagues and old friends, to learn new things, to deliver my own ideas , is a driving force in my life in terms of my own productivity. The forum creates the opportunity to share and this pushes me to get things done. The sharing can also happen via the published journals too, of course, so information dissemination is very important.

TW: And at the level of the whole profession?

KB: Well, over the last five years or so, TESOL has got better at political advocacy for our causes, our students and teachers.

TW: Yes, I noticed, at the plenary, discussion of NABE, the National Association of Bilingual Education.

KB: I just went to their conference. There were academic papers and workshops, of course, but they are also very savvy about calling for donations, writing letters, etc., on political issues. I don't think TESOL is that aggressive yet but we're getting smarter at advocating. We have a lobbyist in Washington who keeps us informed of issues coming before Congress which are going to have an impact on our learners or teachers.

TW: Gosh!

KB: Yes, we now have a letter writing booth at the conference, targeting some issues. We provide information, paper and addresses so people can write to their congress member. But advocacy is just one way in which TESOL can help the profession. Other areas are standards in schools, accreditation of private intensive English programs by competent fellow professionals, and finally, the setting of a research agenda for the profession.

TW: I understand that you spend one year as president elect of TESOL, one year actually as president, one year as the immediate past president and then another year just mopping up any outstanding issues. In your year as president, do you have any particular issues you want to focus on?

KB: The issues I've picked are first, implementing linkages with other professional organisations in the US and elsewhere ñ such as IATEFL in the UK. We're looking at ironing out channels of communication, and thinking of joint ventures we could be involved in. One idea is a pre-convention presentation given by one TESOL and on IATEFL person and repeated at both TESOL and IATEFL conferences. My second issue is the "international initiative'. We want to think about the extent to which TESOL is a US and/or an international organisation.

TW: So, three main issues then. Finally, you have the chance, via this journal, to speak to teacher trainers all over the world. Is there anything you'd particularly like to say to them?

KB: Hmm! Well, I think this is an exciting time to be a language teacher and teacher educator. Partly because it's a shrinking world. Transportation is better. There's electronic communication. Also, teachers' groups are enthusiastic for development opportunities. Of course, when I go to do workshops with teachers, for the most part the groups are self-selected. I'm really preaching to the choir. I feel very lifted by their responses though. On the other hand, we have a lot of challenges facing us. There are so many pressures from myths like, "If you're a native speaker, you must be able to teach the language". "No non-native speaker can be a good teacher". That sort of thing. Then there are budgetary constraints. For example, some states in the US want to change rigorous pre-service training for a cheaper in-service endorsement model. This means throwing people into the classroom with very little preparation. So, there's an intersection between whether or not we think we're a profession and how money and power affects our ability to act like professionals!

TW: Yes, interesting times! Kathy, thanks a lot for making time to talk!

TRAINER BACKGROUND

Introduction to NELLE and the Teacher Accreditation Project

by Kit Batten, Project Co-ordinator, Germany.

1. Introduction

NELLE – Networking (English) Language Learning in Europe – is an international organisation of organisations with members from Estonia to Greece, from Spain to Hungary. NELLE has no individual members, the members are themselves associations or institutes representing groups of teachers numbering from ten to several thousand. The idea behind NELLE, whose first International Conference was held in Osnabrück, Germany in 1989, was to encourage local groups to form English Language Teacher groups and further teacher development at a grass roots level. NELLE was proud to host a LINGUA Meeting in Maastricht in September 1993 which focussed on the whole idea of personal development.

2. Teacher Development

At present there are various ways of becoming qualified through existing Teacher Training Programmes – most of these involve the state sector and miss out those involved in Adult Education, whether this is tertiary education, evening school programmes, company in-house training schemes or in private (language) schools. Many graduates become teachers of EFL with little or no experience in the field, see Fig. 1 which shows the typical career structure of an (E)FL teacher: Usually the FL teacher will have a degree (not necessarily in languages) and/or a UCLES/RSA certificate. A good graduate has the chance to continue in full-time study, otherwise areas of further development are covered in a teacher's own (free) time. Study that terminates in an officially recognised diploma (eg MA or UCLES/RSA Dip.) can be extremely time-consuming and costly.

At present there are few exams available to those working in the tertiary and private sectors and these are often limited to courses run by particular schools for the benefit of their trainers only or, for most European teachers, to the two exams offered by the UCLES/RSA (ie Royal Society of Arts Certificate and Diploma schemes administered by the University of Cambridge Local Examinations Syndicate). While the first of these exams offers a superb introduction to TEFL, in our view the second has an academic approach not suited to the majority of ordinary chalk-face teachers. And neither scheme has the time to do much to encourage personal teacher development.

Problems arising:

a) How can the teacher on one rung achieve recognition at a different level without going through the lengthy and very costly process of a full Teacher-Training Programme?

b) How can you encourage teachers to continue to develop their skills after an initial training scheme?

3. A possible solution

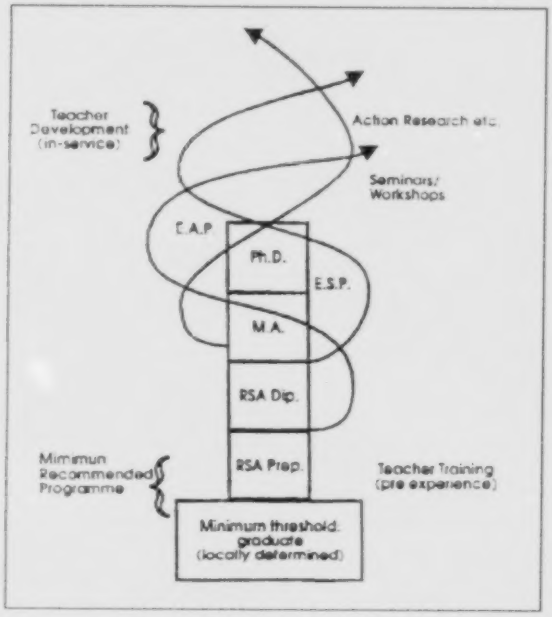
A possible solution to this problem could be the Career Visa. This would be similar to a passport in which details of the holder's qualifications and experience could be recorded. The idea was based on the German dentist's system where dentists are expected to keep up-to-date with new developments in their field and have such a document that they present for stamping when they go to workshops and seminars as part of in-service training.

a) The Career Visa provides a written record of:

i) Areas that the teacher has covered

ii) Areas that a teacher could/should cover in the future

Figure One: Towards Teacher Education – A Visual Model



b) The Career Visa would at the same time provide Teacher Training institutions with a list of the areas that could be offered in a modular teaching system. At a time when many colleges are being turned into profit centres this would give such training institutions a ready-made guide to courses that they could offer to outsiders, ie non-students, and recoup some funds.

4. Implications

The Career Visa approach brings many challenges and areas of further research, especially if it is to be pan-European (and it does not necessarily have to be restricted to either Europe or ELT).

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a) One must identify the areas that a teacher should cover in an ideal training course for EFL/FL. If this is to be a pan-European Passport, this must be at a European level.
b) If one is devising a new method of recording training and systematically comparing training courses across Europe then one can also identify areas overlooked or overemphasised by existing training schemes.
c) If a core curriculum is being developed it gives Teacher Training institutions the input necessary to devise and offer courses to all teachers wishing to further their own teacher development. Ultimately it can lead to a modular system of qualification leading to a state recognised qualification also giving access to the state sector. This is perhaps the most exciting challenge. The limitations on funding in most countries will lead to teachers trained for the state sector seeking work in the private sector perhaps wthout those skills that FLT needs. In a few years the situation may be totally different and private sector teachers may have access to the state sector and again need new skills.

5. First Steps

NELLE has identified 9 areas of inquiry that need to be addressed and is co-ordinating working parties which are addressing those areas such as:

i) What do state recognised colleges teach their (E)FL teachers?
ii) What do teachers find useful?
iii) What do state recognised institutions require as a minimum teaching qualification to teach their students/learners?
iv) What do educational departments require as alternatives?
v) What do tertiary colleges of higher education and schools of adult education require of their lecturers in FL?
vi) What do private language schools require?
vii) What do companies require of their FL teachers?
viii) What do companies/private language schools think of a Career Visa approach?
ix) What do teachers think of a Career Visa approach?

5.1 Questionnaire

A questionnaire was distributed at the recent NELLE Conference in Zaragoza (see Fig. 2) and this has now been evaluated. In this questionnaire, areas of (possible) training were identified and respondents asked to fill in not only what they had done according to location: eg as part of a Teacher-Training course recognised by one of the states in the European Union – **C** (for Certificate): as part of an in-service teacher-training programme, ie after initial teacher-training studies but as a recognised certificate programme – **I** (for in-service eg INSETT): as part of a tertiary education qualification, eg during graduate studies for a qualification but not related directly to teaching or during post-graduate studies (MA etc) – **T** (for tertiary): or as part of personal self-development or for an employer, but which does not lead to a national or internationally recognised certificate – **P** (for private study); but also whether they thought it was beneficial or not.

Figure Two: The Teacher Development Questionnaire

DISCIPLINE / SUBJECT	C	I	P	T	USEFUL	NOT USEFUL
Phonetics/Phonology						
Modern English Grammar						
Lexicology						
Stylistics/Text Analysis						
Psycholinguistics						
Sociolinguistics						
English for Specific Purposes						
General Linguistics						
Language History						
Varieties of English						
General Literary Theory						
English Literature						
American Literature						
Language of other English-Speaking Countries						
British Cultural Studies						
American Cultural Studies						
Cultural Studies of other English-Speaking Countries						
Psychology						
FLT Methods						
Pedagogy						
Didactics/Methodology of TEFL						
Media in ELT						
Teaching Practice						
Needs Analysis						
Syllabus Design						
Course Design						
Evaluation of ELT Material						
Computers in Language Learning						
Evaluation/Testing						
Supervised Teaching Practice						
Materials Preparation						
Media Manipulation Skills						
Course Management						

The respondents ranged in age from 32 to 66 and had between 8 and 43 years experience in EFL so the target audience was the mature experienced EFL protagonist. They came from as far apart as UK, Hungary and Bulgaria, as well as from Spain with a total of 10 nationalities represented. The backgrounds varied and although English was the main language being taught, as might have been expected, teachers of Russian, Rumanian and Bulgarian also attended this conference – indicating the need for FL techniques in the former eastern bloc countries. The sexes were split more or less 66% to 33% in favour of women.

The most interesting result to arise out of the survey for us, was the overwhelming vote in favour of carrying a Career Visa, in whichever form. Of the respondents only 1 was against the idea (an Assistant Professor with 18 years experience) with one abstention: the others were clearly for the idea.

I would like to thank Prof. Goethals of Leuven University for his patience in collating the statistics.
Further questionnaires and surveys must be carried out and NELLE is keen to work with any group that believes that the Career Visa system is viable and is willing to help.

continued

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6. Summary

a) NELLE is pan-European
b) NELLE is interested in maximum mobility for teachers in FL
c) NELLE is interested in improving the professionalism of teachers
d) The Career Visa is a record of
i) formal training
ii) core curriculum
iii) in-service training
iv) areas of future improvement
e) The modular approach means that state recognised approval, and consequently access to the state sector will one day be possible.

Anyone who is keen to work with NELLE and is willing to help on the Teacher Accreditation Project should contact me at the address below.

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WHO READS THE TEACHER TRAINER?

Here is a sample list of subscribers:

Asoc. Bahieuse de Cultura Inglesa, Argentina

British Council Dhaka, Zagreb, Nicosia, Kyoto

British Consulate, Istanbul

Colegio Bolivar, Cali, Colombia

Danish National Library of Education, Copenhagen

Universities in Erlangen, Munich, Eichstatt, Munster, Germany

Language Schools in Wimbledon, Totnes, Cambridge, Oxford

Preservice Students, Hong Kong Institute of Education

Resource centres, University departments and individual trainers in Bucharest, Timisoara, Brad, Oradea, Resita, Craiova, and Arad, Romania

Teacher trainers in Mexico, New Zealand, Spain and Switzerland

PROCESS OPTIONS

Adding Group Process to the TT Agenda

by Mario Rinvolucri , Pilgrims, UK.

In the early life of a training group it makes sense to me to open up the whole area of how groups function so that reflective discussion of this becomes part of the trainees' task. There are many things that people do when they join a group that they are unaware of and it is this hidden area that I feel can well do with opening up.
Laying group process on the table this way has at least three effects:

- it helps the trainees to monitor what is going on round them among their peers intelligently,
- it helps them to notice and work with group dynamic problems among the students they teach, and so enriches post- teaching practice discussions.
- it establishes you as someone who knows their business as a trainer.

In this short article I want to focus on two areas: projections and non-participation or opting out.

1. Projections

Since it is inevitable that some people in the group you are working with will have projections on each other and maybe on you it is useful to make this whole area discussable. (A projection is when you meet a new person and immediately get powerfully reminded of some one else you know . Projections are normal but can get in the

way of meeting the person as they are in themselves) Here's one way of working on projections:

- Take in a soft ball or a ball made of scrunched-up newspaper and lay it in the centreof the circle.
- Explain that each person should look round the group and see if anyone reminds them of a person they already know. If there is someone in the group who does they pick up the ball, throw it to them and say:

" You are like X because ....."

" you are different from X because...."

(When a person has come out with six sameness reasons, it is important they should find at least three difference reasons. The projection is clearly very strong if the person finds it hard to find any non-superficial differences.)

In a group of 20 participants it is normal for a third to half the participants to have a projection on another member of the group that they can share at this stage.

- Round the exercise off by saying that the projections aired tend to be positive ones since negative ones are hard to share at the start of a group. Also point out that the projections people have shared are those they are conscious of . Suggest that some of the most interesting ones are probably not yet conscious and may come to consciousness over the next few days.

(You might decide to ask the group members to only share positive projections but this, in my experience so far, is unnecessary, as they naturally hold back nasty ones in this initial stage of group formation. If some one does not, you have useful information about them)

2. Reasons For Not Taking Full Part In The Group

For some people, joining a group is an easy process. For others it is more difficult. There may be some people who had thoughts of "running way" on their way to your group on the first day. A relatively safe way of bringing some of these feelings out is to ask the trainees to think back to a language learning or teacher training group they have belonged to before. Ask them to see themselves in that space again, to notice the smell of the room, the colour of the walls, and the people sitting either side of them. Now give them this dictation :

" In that group were there people who .....

- were scared of being judged by another participant ?
- were afraid of not expressing themselves clearly and so of not being understood?
- were blocked by a serious personal problem ?
- felt uninvolved with the subject matter of the workshop?
- thought they did not know enough about what we were doing?
- felt rejected by the others?
- stayed silent to show their opposition to what was going on?
- found the level of debate went over their heads?
- kept silent, waiting for the right moment to speak ?
- stayed out of the discussions to keep them as short as possible ?
- were forced to attend that group ?
- were too worn-out to take part?

After the dictation ask the trainees to work in small groups and exchange experiences. Some will talk about themselves and their level of participation in the previous group while some will find that too dangerous and talk about others.

They will be involved in a possible memory lane trip but are in fact implicitly thinking and talking about their own future behaviour in the present group.

(the ideas in the dictation above come from Page 164 and 165 of Animation de Groupes, Charles Maccio, published by Chronique Sociale, 7 rue du Plat, 69288 Lyon cedex 02. I have offered you less than a quarter of the reasons Maccio suggests for a participant not taking her full place in the life of the group. I have used the ideas he classifies under " Reasons for non-participation that come from within the group-member " He has three more sets of ideas:

" reasons dependent on group-leader attitudes and behaviour "

" reasons to do with the group "

" technical reasons " eg: the presence of an outsider, lack of logical coherence in the workshop, impossible furniture arrangement etc..."

3. What You Can Concentrate On When In A Group

In working with themes like non-participation or projections near the start of a training group you are making clear to the group where part of your own observational and thinking energy is focussed. In my own case I am quite explicit with my trainees about dividing my energy, focus and feeling between the following three areas:

THE OVERT GROUP TASK : in a language teacher training group this could be Mike McCarthy's (Nottingham University) discoveries about the grammar of oral UK English or techniques for helping a Finn to hear the difference between P and B.

THE HERE AND NOW OF THE GROUP : this could be to do with needing to get up and move, it could be to do with a conflict within the group, it could be to do with thrill and excitement.

INDIVIDUAL: STUFF FROM THE PAST: there are times when a teaching problem has its roots in a person's history. Sometimes it may make sense to the individual and to the group to go back in time and explore the area.

4. How About You ?

I wonder what areas you implicitly and explictly open up for your trainees when you start work with a group? Why not write and tell colleagues across the world via the pages of The Teacher Trainer?

P.S. What areas do I close off in the first two days of a group's life? I wonder what areas come to define themselves as forbidden territory? Last September, in the presence of a deeply religious trainee, I became aware that I implicitly deny the dimension of God on a training course. This could be pretty serious were I working with a convinced Shia group.. What other areas am I shutting off without knowing it, I wonder?

Writing Training Notes : an Exercise in Process Writing

By Pat McLaughlin, University College of St Mark & St John, UK.

The background

Alena, a Slovakian university teacher on a 3-week attachment at Marjons[1] set me the task of reading a piece of her writing. I knew only that her text was connected with new teaching responsibilities she would assume on her return. While speaking was an important part of her work, she was expected to be an able writer, too. Yet, like many, she had never received any training in this skill. Alena gave me her manuscript so that I might help her improve her writing skills. This article describes how the task was carried out.

The exercise

I read the piece, then thought about what was being expected of me. The role I was assuming was that of supervisor which might involve me in a number of sub-roles including directing, guiding, offering suggestions, advising and evaluating the piece of writing. Initially, I adopted a *directive* supervisory role[2]. Alena was new to materials writing and needed guidance. Furthermore, we only had a maximum of three hours contact time together, by the end of which she wanted to see an improved product.

In my role, I had to ' direct ' Alena as well as evaluate her writing and in doing so I needed to measure her work against any assumptions I held about what ' good ' writing was. I did not want Alena think to feel threatened by the process as this could inhibit her from trying out new ideas. Nor did I want her merely to comply with what she thought I wanted her to do. I wished to see Alena produce an improved text, but it was important that she gained the necessary confidence and ability to continue writing materials on her own. To help bring this about, Alena and I agreed to meet and discuss her work during weekly tutorials.

The task of reading and commenting on a piece of writing, is not an unusual assignment in an academic setting. However, this particular piece gave me cause for reflection : it was not an everyday academic assignment. The piece appeared to be a session plan and, therefore, something quite personal. I felt uncomfortable about making written remarks on her original document so I decided to relegate my questions and comments to a photocopy which we would use for discussion (see Draft 1). My remarks took the form of questions which I numbered for easy reference. Through these questions and the responses, I was able to understand Alena and her ideas more and was better able to make suggestions during our discussions. We discussed :

1. the intended audience which had not always been clear in Alena's mind. Her piece was initially seen as part session plan, written mainly for herself but also for colleagues, and part handout. Alena decided that she would like to re-work her original draft into a session plan only for use by colleagues and herself.
2. and agreed that the title needed a sharper focus : a particular aspect of reading, aimed at a particular level of student, for example;
3. the need for an introduction or warm-up;
4. the wording here which might suggest that there was only one type of pre-reading activity; elicitation might be a better way.
5. and agreed that a demonstration by the trainer, using questions would be more profitable.
6. the need to be illustrate the different questions types and how they could be sequenced.

7. and agreed that putting key words on the board was not appropriate in the session.
8. the need for clarity in the wording and we looked at ways of improving the language used.
9. the need for appropriate feedback .
10. clarity again.
11. and agreed on the use of elicitation here.
12. the importance of pre- as well as while- and post-reading activities.
13. use of the word ' check ' in the context of guiding questions and the whole purpose of guiding questions.
14. whether vocabulary was important here.
15. the appropriacy of elicitation again.
16. use of the word ' etc. ' was : Did it mean that the writer had run out of ideas ?
17. and agreed that author's name and the date were important for the text.

As a result of the discussions, Alena produced a second draft for me to read.

The Outcome

Discussion of the first draft was fruitful. Alena produced a much improved session plan. Some further, mainly stylistic, adjustments were made, until the version below was completed (see Draft 2). We discussed this second draft during our final tutorial. Alena was pleased with the

[1] the University College of St. Mark and St. John

[2] Models of supervision: choices, Second Language Teacher Education, Jack. C. Richards & David Nunam (Eds), C.U.P., 1990. pp.156-166

product and especially so that she now felt confident about producing further materials. Alena later wrote to me from Slovakia and said the following; that :

- prior to this work she had never written teacher training materials before. She explained that she had, " ... never trained EFL teachers so I could only assume what it should look like from my experience as a trainee – I tried to remember the way I was trained when I was a university student ."
- she had given me her work to read, wanting my opinion and fully expecting to have made ' errors. ' Alena wrote that, she had " ... appreciated the fact that despite of so many errors, you ... found positive features in my first draft ... and you encouraged me to continue and improve it. "

My feelings about Alena's comments were mixed. While the letter was generally positive about her learning experience, Alena's reference to ' so many errors ' was worrying. Perhaps my approach had been more directive than intended. However, Alena went on to add that she felt more confident about writing materials on her own. She had recently shown the materials to more experienced colleagues in her department and was pleased with their positive comments.

The work with Alena forced me to reflect not only about the Alena's writing, but about my own, as well. The questions I had scribbled on Alena's copy were questions to and about myself as much as to, and about, her. It made me question my role as a supervisor and the responsibilities which went with this. The questions became cues in a dialogue between us.

As supervisor, there was always the assumption that I knew what good writing was – the what – and could somehow transfer this knowledge, skill or ability to her – the how. I was supervising Alena's work : who was going to supervise mine ? I decided to involve the work of a colleague, Tony, to act as a check. After Alena left, I gave him an unmarked copy of Alena's original manuscript and asked him to ' mark ' it. He returned the copy and I gave him Alena's and my marked manuscript.

I found the following. Our approaches were similar : Tony, for example, had preferred to mark the copy rather than the original; he also used numbered questions for later discussion. There were some differences, too, however. For example, Tony posed ten questions to my seventeen; his questions were fuller so that a reader might be able to reflect on these without the need to discuss. Mine were shorter and designed for use in a face-to-face discussion. Both sets of questions, however, had similar concerns : the type of material and audience intended.

Tony then read my ' marked ' version of Alena's work and went on to make the following comments :

- he liked the way the questions opened up a range of possibilities for discussion during the tutorials, as questions " ... seem to be much more productive than comments as a means of promoting dialogue in tutorials . "

This was good for me to hear as I had hoped the use of questions would lend itself to the more collaborative mode I was trying to adopt. I found that this approach appeared to work in the tutorials, too : the questions led to further questions

- the questions contained " ... the seeds of suggestions for the tutorial, and can take the work forward, e.g.(especially) 5, 6 11 ."

This appeared to be the case. Alena's Draft 1 became a much improved Draft 2.

- there can be a problem with numbered comments in that the writer may not see what the central issue is from the supervisor's point of view. Was this an issue for me as tutor ? Did I wish to create a hierarchy of writing issues / problems in the tutorial ? Was there a key issue in Alena's writing for me as supervisor ?

This caused me to think about my use of numbered comments. There was a hierarchy of issues and these were not indicated by the numbering system. For example, Alena's uncertainty over her intended audience was a major issue. However, I was able to talk through each of the points with Alena in the tutorial,
and in this way, the central issues were made clear.

- there did not appear to be a signal to Alena concerning the design issue, i.e. the differences between trainers' notes and trainees' materials and the need to separate these in some way.

This was, on reflection, an omission. We did discuss the matter during our first tutorial when I asked for clarification. However, perhaps the matter could best been reflected in my questions.

- given that Alena was an inexperienced, ' trainee ' writer, where would I begin in helping her move forward in the tutorials ?

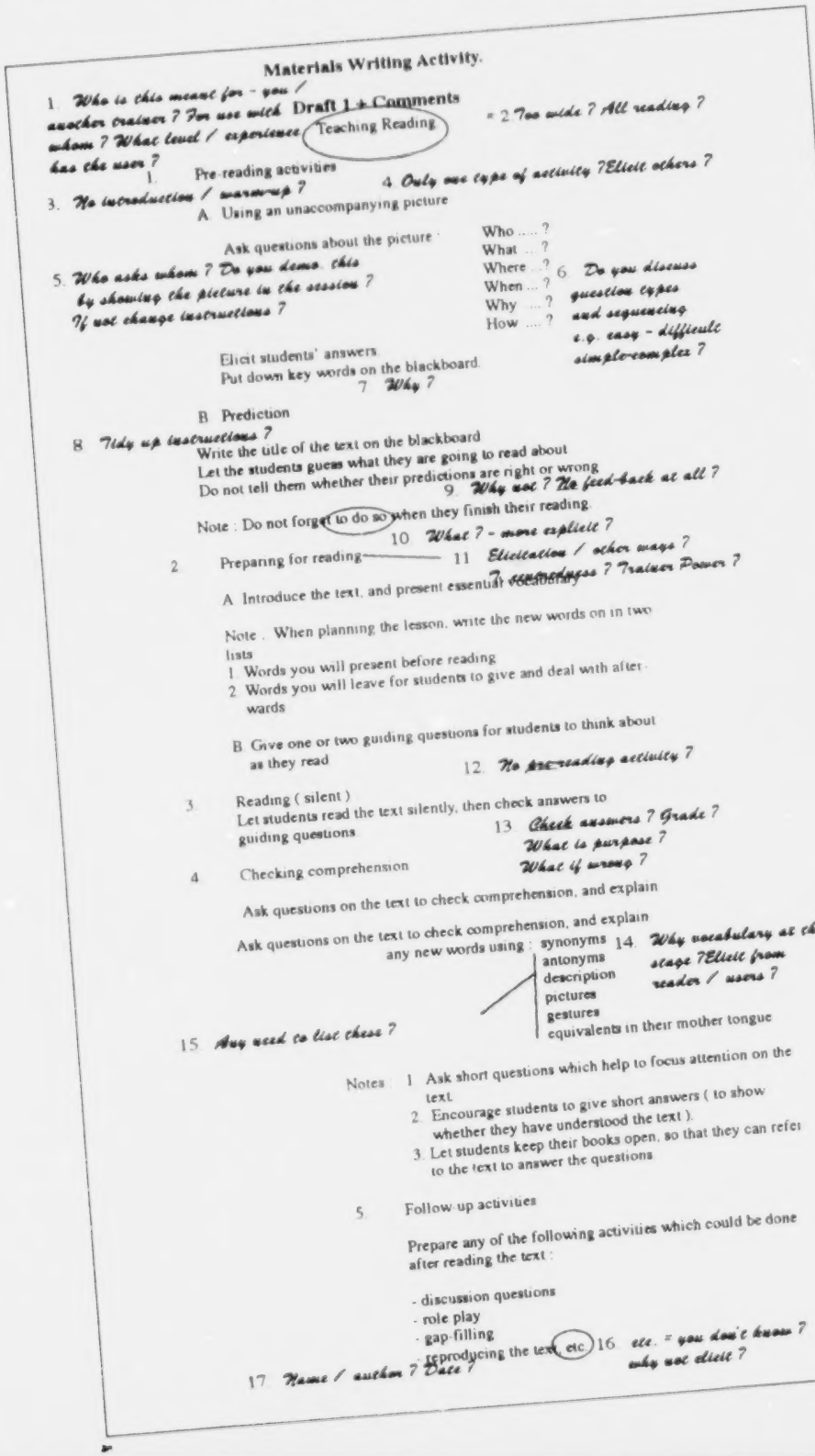
This was the central question and it made me reflect once more on the whole exercise. I began helping Alena through the manner described above. Alena had needed to improve her writing skills, initially to produce a better session plan in her work with me and then to be able to produce her own materials autonomously. We talked through her intentions. By asking questions of Alena and by listening carefully to her responses, I was able to make suggestions about directions she might explore in her writing.

The final result was that Alena has produced a much improved second draft. She was pleased with the positive reaction from her colleagues in her institution. Alena also benefited from the reflective process of the writing exercise : she has expressed confidence in her ability to continue writing. The result was that I also benefited from this cooperative venture.

continued →

Some thoughts about the experience

I enjoyed working with Alena. I think that we both learnt from the experience. Working with teachers' session plans is a tricky and sensitive area. How much should an other party interfere? What was useful for me was getting feedback both from Alena on her return to work and from a colleague at Marjon. I would like to thank Alena Stulajterova who is a lecturer at Matej Bel University, Slovakia as well as Tony Wright for being a supportive and enthusiastic colleague during the exercise.



Materials Writing Activity.

1 *Who is this meant for - you / another trainer? For use with whom? What level / experience has the user?*

Draft 1 + Comments

Teaching Reading

= 2 *Too wide? All reading?*

1. Pre-reading activities

3. *No introduction / warm-up?*

4 *Only one type of activity? Elicit others?*

A Using an unaccompanying picture

Ask questions about the picture :

Who ..... ?
What ... ?
Where ... ?
When ... ?
Why .... ?
How .... ?

5. *Who asks whom? Do you demo. this by showing the picture in the session? If not change instructions?*

6 *Do you discuss question types and sequencing e.g. easy - difficult simple-complex?*

Elicit students' answers
Put down key words on the blackboard.

7 *Why?*

B Prediction

8 *Tidy up instructions?*

Write the title of the text on the blackboard
Let the students guess what they are going to read about
Do not tell them whether their predictions are right or wrong

9 *Why not? No feed-back at all?*

Note : Do not forget to do so when they finish their reading.

10 *What? - more explicit?*

2 Preparing for reading

11 *Elicitation / other ways? Time constraints? Trainer Power?*

A Introduce the text, and present essential vocabulary

Note : When planning the lesson, write the new words on in two lists
1 Words you will present before reading
2 Words you will leave for students to give and deal with afterwards

B Give one or two guiding questions for students to think about as they read

12 *No pre-reading activity?*

3 Reading (silent)
Let students read the text silently, then check answers to guiding questions

13 *Check answers? Grade? What is purpose? What if wrong?*

4 Checking comprehension

Ask questions on the text to check comprehension, and explain

Ask questions on the text to check comprehension, and explain any new words using : synonyms, antonyms, description, pictures, gestures, equivalents in their mother tongue

14 *Why vocabulary at this stage? Elicit from reader / users?*

15 *Any need to list these?*

Notes : 1 Ask short questions which help to focus attention on the text
2 Encourage students to give short answers (to show whether they have understood the text).
3 Let students keep their books open, so that they can refer to the text to answer the questions

5 Follow-up activities

Prepare any of the following activities which could be done after reading the text :

- discussion questions
- role play
- gap-filling
- reproducing the text, etc.

16 *etc. = you don't know? why not elicit?*

17 *Name / author? Date?*

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Materials Writing Activity.

Draft 2 .

USING A READING TEXT IN CLASS (INTERMEDIATE LEVEL).

1. INTRODUCTION

Explain to the trainees that you are going to discuss and agree upon some possible ways of using a reading text with intermediate students in state secondary schools. Elicit information and ask questions such as :

* Can you remember how you were taught reading by your teachers ?
* How did they motivate you before reading ?
* Did you enjoy reading activities then ?
* Did you do silent or reading aloud ?

2. WARM-UPACTIVITY

* Introduce the text (Cambridge English Course 2, Unit 3, p.14)
* Ask the trainees to read paragraph 1 silently
* Ask the trainees to follow while you read paragraph 2
* Next ask the trainees to reflect individually and then to discuss in pairs which of the two techniques you used makes it easier for them to understand and / or is more helpful in developing reading ability.

3. PRE-READINGACTIVITIES

* Give the trainees time to read the whole text, then ask them
  - how they would introduce the text to their students
  - how they would use the accompanying illustrations
  - what questions they would ask about the pictures

* Write the questions on the board and discuss the question types, their degree of complexity.
* Ask the trainees to work in groups and to discuss and note down other ways of introducing a text in class. (Provide source material to help if this is useful; e.g. Adrian Doff *TeachEnglish*.)

4. NEW VOCABULARY

* Ask the trainees to consider how they would treat the new vocabulary of the text. Are there any key words ? If so which ? Can their meaning be guessed from the text or will they need explaining ? If so, which ? How would they explain their meaning ? Keep a record of the answers on the board.

* Ask the trainees if they know what guiding questions are. Agree what they are then ask their purpose.

* Ask the trainees to think of some guiding questions suitable for the Juliana text. Write these on the board and discuss.

* After the guiding questions, the students might be asked to read the text silently.

5. ROLEPLAY

* Let the trainees work in pairs and practise acting out the conversation between Juliana and the doctor. Allow some open pair work.
* Next ask the trainees to consider whether such an activity would be useful and feasible for their own students. Encourage them to discuss the difficulties they might have had in doing the roleplay activity, then consider possible problems their students might encounter.

6. GROUPWORK

* Explain to the trainees that they are going to take the part of students. Divide the text into four paragraphs. Write the sentences from each paragraph on different slips of paper. Divide the trainees into four groups and ask them to put the sentences in the right order.
* Allow time for the trainees to reflect on the activity. Ask them about its purpose, usefulness and feasibility.
* Ask the trainees to think about and to list other types of follow-up activities.

7. Summary.

* Summarise the session by eliciting and listing the main points on the board.

LANGUAGE MATTERS:

A few Words from the COBUILD Project

by Stephen Bullon, UK.

Background

In the course of the last 30 years, approaches to the study of language have considerably diversified. Not least among the changes is the revolution brought about by the capacity of computers to process vast quantities of data, enabling researchers to probe the workings of the language in a way that was hitherto impossible.

Lexicographers at COBUILD, based at the University of Birmingham, currently have available to them 328 million words of running text – a thousand books, a year's worth of five different newspapers, thousands of hours of transcribed speech and radio broadcasts, and a vast amount of ephemeral written matter. This corpus is known as The Bank of English, and has formed the basis of over 40 language reference books published in the last 11 years by COBUILD alone, and of many more published by Collins English and Bilingual Dictionaries division.

The COBUILD project itself goes back nearly 20 years. In the late 1970s, John Sinclair, Professor of Modern English Language, set up a collaborative venture with the publishers William Collins (now HarperCollins Publishers). At the time, this was the largest commercially funded arts based research project in any British University. The project had several phases, chief among them being:

- construction of a computerized corpus of English
- creation of a database of linguistic information by analysing the corpus
- conversion of the database into a monolingual dictionary for learners of English

At the time there were already two existing corpora of English – The Brown corpus, which dated back to the early 1960s, consisting of one million words of American English, carefully selected to have a balance of different genres; and the LOB (Lancaster/Oslo/Bergen) corpus, also one million words, but British English. The Survey of English Usage was also carrying out groundbreaking work, though it did not really constitute a corpus as such.

But one million words, much though it sounds, is not really such a huge quantity. The average novel is between 80,000 and 100,000 words, so a one million word corpus represents little more than ten novels. In Birmingham, sights were set rather higher, and in the first instance, a target of seven million words was aimed at.

The corpus was to be synchronic – that is, it was to represent the modern language with no attempt at capturing any historical flavour. Research was carried out into what sorts of text would be most appropriate, and

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work began on keying and scanning a wide range of material, including popular magazines, unscripted conversation, fiction, non-fiction and even love letters. Both British and American varieties were represented. Poetry and drama were deliberately excluded on the grounds that the former is a too self-conscious form of language, and the latter too artificial. Anyone who has looked at transcripts of authentic spoken language will be aware that there is an enormous gulf between the way people actually speak and the idealized representation of speech in stage and screen drama.

The team worked for several years with the corpus at seven million words, and by 1985 a further 11 million words had been gathered. This was the basis of the first COBUILD publication.

Creating the database was a time-consuming and highly labour-intensive affair. The analysis focused on three main areas: semantics, syntax, and pragmatics, all of which would have to be represented in the infrastructure of the dictionary entries. The aim was to write a description of the behaviour and meaning of the core lexicon by analysing language that had been used unselfconsciously, rather than by resorting to simple intuition. And the extent of the coverage was restricted to what could be identified as being "central and typical".

Obviously, there was going to be some overlap between what the lexicographers expected to find and what they actually found. Unsurprisingly, the corpus revealed no hitherto unknown uses for the word *cormorant*, and the same applied to many other words. But for many words, corpus analysis proved rich and fertile. Analysis of the behaviour of the word *happen*, for example, reveals that unwanted or surprising things "happen", rather than the routine or the expected. "Dapper", it turns out, is an adjective applied only to men; "boyish" tends to apply to men but can be used of women, while "mannish" is used almost exclusively of women.

With hindsight, it is easy enough to say, "Oh, but that's obvious". However, for a lexicographer at the end of a seven or eight hour day, "the obvious" is not necessarily guaranteed to spring to mind. Discussion between lexicographers can often lead to a consensus, but this consensus can be – indeed usually is – modified after seeing what evidence there is in a corpus.

Collins COBUILD English Language Dictionary

By 1987, the first fruit of the analysis was published, the Collins COBUILD English Language Dictionary. As well as the fact that this was the first entirely corpus-based dictionary to be published, there were other features of the dictionary which were unique, pioneering, or just plain different.

Among the most significant innovations of the dictionary was the use of full sentence definitions. This strategy meant that lexicographers needed to focus both on meaning and on grammatical patterning for every definition they wrote. The benefits in clarity are considerable. Consider this definition for the verb *knock* taken from the *Collins English Learner's Dictionary*, 1974, a pre-COBUILD publication:

> **vt/i 1. strike; beat (usu making a noise while doing so).** *He knocked his head against the wall. I knocked at his door before going in.*

The problems with this sort of treatment are various. Firstly, the definition simply offers two equivalents rather than explaining the meaning. Secondly, the examples show two uses which differ both syntactically and semantically. COBUILD offers this as its first meaning of the verb knock:

> If you **knock** on something such as a door or window, you hit it, usually several times, to attract someone's attention. *She went directly to Simon's apartment and knocked on the door... Knock at my window at eight o'clock and I'll be ready... He knocked before going in.*

Here, the three grammatical patterns are explicitly exemplified: *knock* followed by *on*; *knock* followed by *at*, and *knock* used intransitively. In addition to the definition, which reflects one of those three, there is an extra column alongside the definitions, which lists the typical grammar patterns using a simple coding system.

This system of coding proved invaluable when it came to writing the *Collins COBUILD English Grammar*. Until work began on that project, all the research carried out by COBUILD had been lexically based, and indeed, the grammar we set out to write was also to be lexically based. But to write a grammar requires an overview of the behaviour of whole classes of words, for which notions of alphabetical order are simply non-existent. Consequently, the availability of lists of words with shared grammatical features proved invaluable to the researchers working on the Grammar.

The COBUILD Grammar

The COBUILD Grammar works its way through the language by identifying the intersections between function and form. The ten chapters focus on particular functions, and on the typical structures that realize these functions. Starting with "Referring to people and things", chapter 1 deals with noun groups at the level of word and group. As the book progresses, focus shifts onto the clause, then the sentence, and the last two chapters deal with discourse.

The general principle is to take a function, such as expressing time, and to explore the different structures that will typically be used. In Chapter 5, there are 19 statements made about "The present", broken into sections on "The present in general: the simple present"; "Accent on the present: the present continuous"; "Emphasizing time in the present: using adjuncts". Through these statements, and the copious exemplification that accompanies them, the user is able to identify different aspects of describing the present, and relate them to the various structures – in this case tenses – that are appropriate. Similar treatment is accorded to "The past" and "The future".

In a traditional grammar, the sequence might follow a slightly different path, focusing for instance on the way in which the simple present is formed, and the resulting pronunciation rules. In the COBUILD Grammar, the form of the tenses and the pronunciation are dealt with in a separate Reference Section, allowing the main chapters to concentrate on the functions without distraction.

Of course, while it is true that when talking about the present you are likely to use a present tense, it is not necessarily the case that if you hear a present tense that "the present" is under discussion. A section on "Other uses of tenses" takes you through the various alternatives, such as the use of the present simple or the present continuous to refer to the future, for example: *My last train* ***leaves*** *Euston at 11:30... I'm* ***leaving*** *at the end of this week.*

Extending the range

As the grammar showed, the initial work on the first dictionary formed a rich seam of information which could be developed to produce a range of language reference materials. There is now a revised edition of the flagship English Dictionary which weighs in at 2000 pages; an abridged edition at 1344 pages; and the New Student's Dictionary which uses secondary colour, illustrations, and exercises, and which is aimed at the first-time user of a monolingual learner's dictionary. Alongside these general dictionaries there are two specialized dictionaries: one on the vexed topic of phrasal verbs, and the other a dictionary of idioms.

Three further grammar books were written, aimed at classroom use, and incorporating practice material as well as reference material. And *Collins COBUILD English Usage* led the way into a range of usage books which now includes 10 English Guides on specific areas of the language, and three "Key Words" vocabulary books, one on the Media, one on Business, and one on Science and Technology.

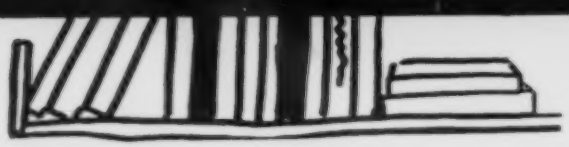
Most recently, COBUILD has published two volumes on Grammar Patterns: one on verbs, the other on nouns and adjectives. These books effectively turn the dictionary round. Instead of an alphabetical listing of words, with information about the grammar patterns included, these books take the grammar patterns in order, and tell you which words are associated with which pattern.

For example, there are at least 77 transitive verbs which are followed by a prepositional phrase consisting of *into* and an *-ing* clause. These can be broken down into groups of verbs which have a shared meaning. The "Force" group includes words such as *frighten, nag, provoke*, while the "Charm" group includes *beguile, coax* and *entice*. Examples are:

> *He tried to frighten people into doing what he wanted.*
> *Henry charmed and cajoled people into parting with thousands of pounds*

So what seems on the face of it to be a dry account of grammatical patterning actually yields a rich source of vocabulary development for students, bridging what was once seen as the unbridgeable gap between form and meaning.

Without The Bank of English, none of these books would have been written. Although the lexicographers and grammarians at COBUILD are experts in language, they are the first to admit that intuition alone is insufficient for the purposes of composing a description of the language. To complete any picture of English, the contribution that can be made by a large corpus is almost literally immeasurable.



PUBLICATIONS RECEIVED

Of special interest or relevance to teacher trainers are:

The storytelling handbook for primary teachers by Gail Ellis & Jean Brewster (1991) Penguin ISBN 0-14-081016-1. Plenty of ideas for teachers and trainers in a variety of contexts wanting to use stories (traditional, fairy tales, animal, everyday life) with young learners. Six chapters deal with why to use them, selection, use, developing language learning skills, activities and class management. Part two has story notes for sixteen widely available stories. The cassette has some of the songs and rhymes referred to. Very useful. Pocket sized.

Keep talking, teaching in the target language. By Peter Satchwell (1997) CILT ISBN 1-874016-73-9. Detailed guidance for the primary teacher introducing a foreign language into class and encouraging use of the target language by pupil to pupil and pupil to teacher talk. Examples are from French and German so you'll need to do your own English phrase lists.

An English teacher's survival guide, reaching and teaching adolescents by Judy Richardson (1996) Pippin pubs. ISBN 0-88751-070-1. After a 20 year gap, the author went back to high school English teaching. She interweaves entries from her diary with survival tips and descriptions of strategies that worked and some that didn't. Refreshingly honest. Deals almost totally with native speaker reading classes.

Surviving and succeeding in difficult classrooms by Paul Blum (1998) Routledge ISBN 0-415-18523-8. Designed to help teachers with practical tips for handling difficult groups of students and defiant, aggressive, physically and verbally abusive situations. Also includes advice on getting pupils to stop talking and listen. Bloodcurdlingly realistic and very useful.

Motivating students Eds Sally Brown et al (1998) Kogan Page ISBN 07494-2494X. Moving up to higher education, a collection of twenty articles dealing with more of the theory and background to motivation than practical lecture room tactics.

500 tips for further and continuing education lecturers by David Anderson et al (1997) Kogan Page ISBN 0-7494-2411-7. Topics covered include curriculum delivery, flexible learning, assessment strategies, supporting diverse students, managing professional life, administrative and college-wide responsibilities. This practical book doesn't waste words and helps lecturers deal with increased workloads, more complex

continued

assessment duties and "performance indicators".

So...you want to teach adults? By Elizabeth Williams (1996) Pippin pubs ISBN 0-88751-077-9. Who are the learners? What role does the teacher take? What are the principles of adult education? How do you construct and deliver a programme? These questions are posed and answered in conversational tone with anecdotes and practical hints.

New ways in teaching adults Ed Marilyn Lewis (1997) TESOL pubs ISBN 0-939-791-68-4. The 80+ activities written up in recipe form are organised according to the type of material or input used e.g. the news, written texts, worksheets, non-verbal stimuli etc. Although a couple of the activities are repeated and appear in other collections, many are very basic and clearly explained.

Cross-cultural dialogues by Craig Storti (1994) Intercultural press inc. ISBN 1-877864-28-5. Contains 74 brief encounters at work and in social life between an American and a member of any of ten other nationalities. Each 4-8 line dialogue has accompanying notes pointing out the different assumptions of the conversational partners. Use them as discussion starters or cultural riddles?

On being foreign, an international anthology on culture shock in short fiction. Eds T.Lewis & R. Jungman (1986) Intercultural press, inc. ISBN 0-933662-6209.Extracts fro stories by authors such as Camus, Hesse and Kipling are grouped according to five phases (preliminary, spectator, increasing participation, shock, adaptation and re-entry). Each section has questions for discussion and a list of additional stories. Texts are authentic and thus for those who read well.

Open frontiers by Wout de Jong (1996) Heinemann ISBN 00-435-24184-2. Intended to help trainee and practicing teachers of EFL come to grips with multi-culturalism, this book provides reading passages interspersed with activities. It's divided into five chapters: culture and language, cultural difference, English and the classroom, the multi-cultural classroom and the negotiated syllabus and methodology.

The standby book Ed Seth Lindstromberg (1997) CUP ISBN 0-521-55860. An anthology of 100+ language learning activities for adults and older teenagers contributed by 33 teachers. In recipe format, it includes complete lessons as well as lesson constituents and sample materials. There are activities for conversation, vocabulary, reading, writing, warming-up, team-building, review, grammar, music and imagination and business people. The ideas are substantially new and unrepeated elsewhere.

Dave Sperling's internet guide by Dave Sperling (1998) Prentice Hall ISBN 0-13-918053-2. Excellent guide to the internet for both beginners and experienced users alike. It begins with the basics of getting connected, navigating the web and using e- mail and then quickly moves on to give hundreds of ways of exploiting this field in EFL e.g communicating with other teachers, downloading free lesson plans, crating your own web page, and even finding a job. Comes with CD ROM with hotlinks to 1,000web sites. A must for those with modems.

Reconceptualizing teaching practice Ed Mary Lynn Hamilton et al (1998) Falmer press ISBN 0-7507-0868-9. The message of this book is that self-study helps teacher educators become better teachers of teachers and this in turn better prepares teachers for work in schools. Fifteen articles provide accounts of teacher educators recognising discrepancies between their beliefs and their educational practices and then altering their practices.

Directions in second language teacher education Ed Gertrude Tinker Sachs et al (1996) City Univ. of Hong King ISBN 962-442-096-3. Thirteen interesting papers from the third international conference on second language teaching Hong Kong 1995. All articles are full and give lists of further connected reading.

The role of the university in the preparation of teachers Ed Robert Roth(1999) Falmer press ISBN 0-7507-0882-4. Composed of 17 papers the book argues for the necessity of the university role in the preparation and further development of teachers in an era of major conflict over who should control the preparation of teachers and what they need to know and be able to do.

In-service teacher development: international perspectives Ed David Hayes (1997) Prentice Hall /British Council ISBN 0-13-736448-2. Twelve papers discuss the impact of INSET activities with reference to different countries e.g. Bulgaria, Tanzania, Malta. Different types of programme e.g. mentoring, distance, and different types of people e.g. primary teachers, managers. All papers grounded in actual projects. Thoughtprovoking.

!!CONFERENCE NEWS!!

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leslie.kirkham@hct.ac.ae(Les Kirkham)

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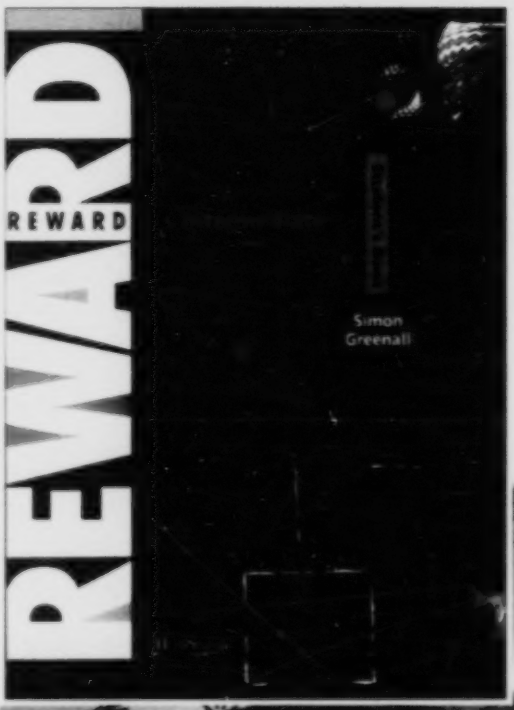

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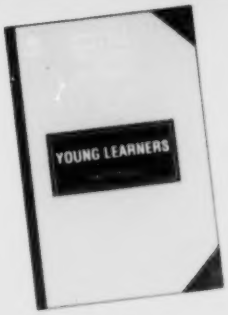

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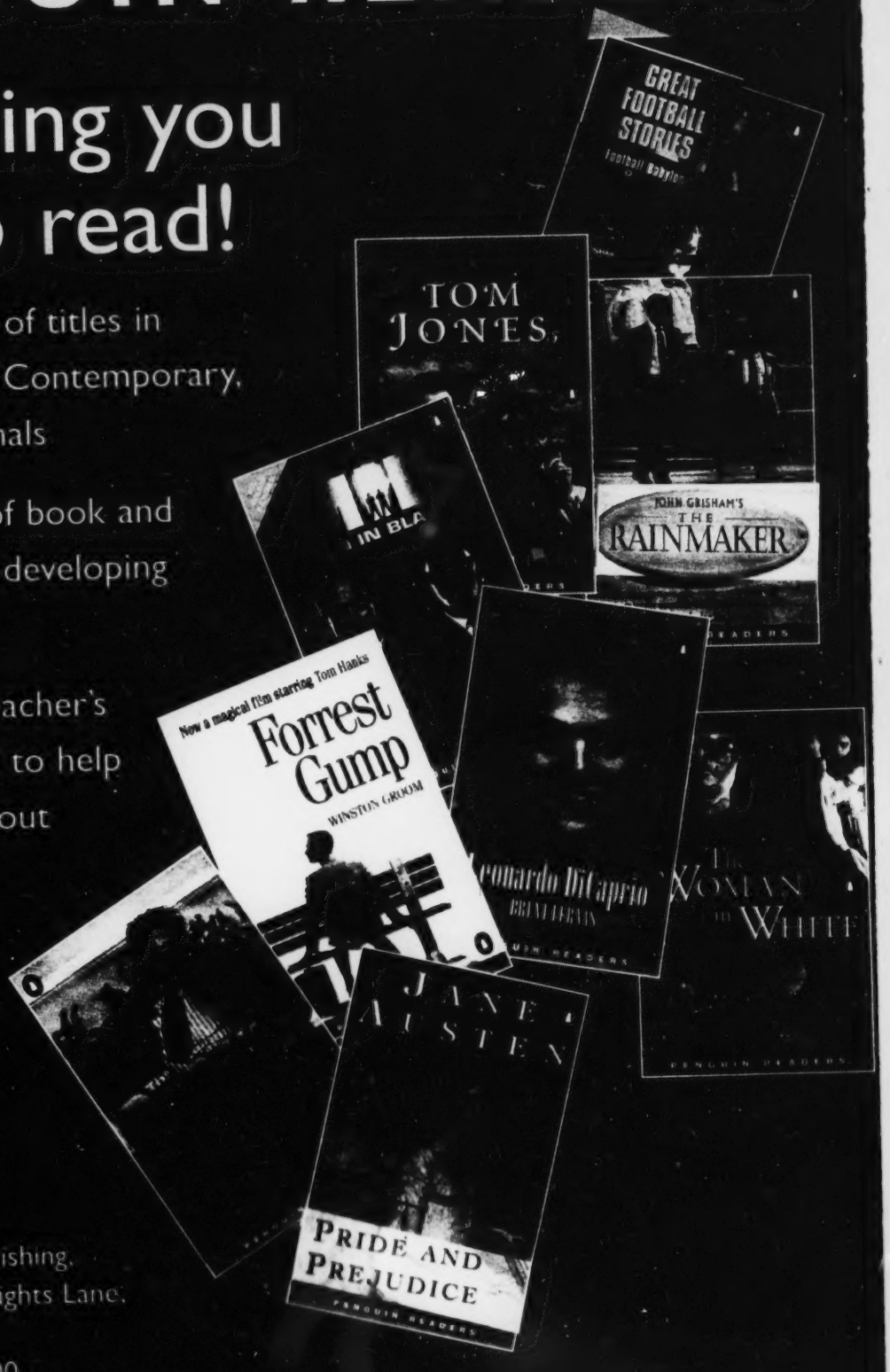

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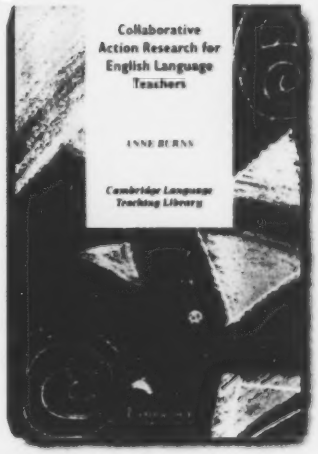

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ABOUT "THE TEACHER TRAINER"

"The Teacher Trainer" is a journal especially for those interested in modern language teacher training. Whether you are a teacher who tends to be asked questions by others in a staffroom, or a Director of Studies with a room of your own, whether you are a course tutor on an exam course, or an inspector going out to schools, this journal is for you. Our aims are to provide a forum for ideas, information and news, to put trainers in touch with each other and to give those involved in teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training.

The journal comes out three times a year and makes use of a variety of formats e.g. article, letter, comment, quotation, cartoon, interview, spoof, haiku ideas. If the idea is good, we'll print it whatever voice you choose to express it in.

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Editorial

Welcome to the summer 1999 issue!

Ana Halbach leads off with a review of the use of diaries in teacher training to date. She proposes a system for providing trainees both with an opportunity to become conscious of their own perceptions of teaching and also to have trainer comment and principled continuous assessment of their diaries (P3).

The *Process options* column was one of the founding columns in the journal and I'm back in it this time with an idea you can use on yourself and with other people (be they language students, teachers or trainers). The idea uses a simple lesson recording device to start a conversation about the beliefs and assumptions we hold (P8).

There is not much reading on the subject of team-teaching so I'm happy to have a contribution from Yasemin Altas and David Palfreyman who introduced team- teaching to a mixed group of experienced Turkish and British teachers. Again the main purpose was for the teachers to make explicit their own assumptions about teaching and learning (P11).

The *Trainee voices* column is back thanks to Bonnie Tsai and Maria Dessaaux-Barberio and their questionnaires on stress sent out to people who had undergone an intensive, pre-service course (P12).

The use of fixed feature, semi-fixed feature and personal space is the subject of John Hughes' article on the proxemics of lesson planning. He shows us how we can raise awareness of this "critical classroom science". (P14).

The *Current research* column this time contains a description of work carried out by Deniz Kurtoglu Eken on trainer language in teaching practice feedback sessions (P16).

Karen Johnson has produced some extremely interesting teacher education material on CD Rom and after meeting her at TESOL Seattle I was able to interview her about it (P21).

Three experienced primary teacher education specialists decided to go back to primary school teaching to refresh their teaching skills and to make sure they were still relevant to the people they were training. Their article describes their experiences (P22).

As usual the journal's main text pages end with a thumbnail sketch of from ten to twenty publications of relevance to teacher trainers. My aim is to give you a fast feel for whether you want to read or buy a book or not (P25).

Those are the main contents of this issue of your very own professional journal. I hope you enjoy them!

Tessa Woodward

The Editor

Would you like to send something in to "The Teacher Trainer"?

"The Teacher Trainer" is designed to be a forum for trainers, teachers and trainees all over the world. If you'd like to send in a letter, a comment, a cartoon, a taped conversation or an article sharing information, ideas or opinions we'll be very happy to receive it. If you would like to send us an article, please try to write it in an accessible non-academic style. Lengths should normally be 800 – 4,000 words. Send your first draft in on paper typed in double spacing with broad margins. Your article will be acknowledged by pro-forma letter. Once you have had comments back later and have finalised your draft in negotiation with the editor, we will ask you to send us three hard (paper) copies and if at all possible a floppy disk (micro 3½" or 9cm). **Your article needs to be saved on the disk as an ASCII file**. Keep your headings and sub-headings in **upper and lower case throughout**. Finally, please give an accurate word count. We try to publish your article within about three issues, but if it is an awkward length it may be longer. It will be assumed that your article has not been published before nor is being considered by another publication.

We look forward to reading your article!

Using trainees' diaries for assessment: type of entry and technical terminology

By Ana Halbach, Spain

Introduction

Assessing students' performance in any course, and doing so with reliable and valid criteria, always poses a problem to the teacher concerned. On the one hand, the assessment should do justice to the students' effort in the course, while, on the other, it normally has to measure students' performance against a certain standard. Furthermore, appropriate tools for this assessment need to be selected, and then used objectively. All of these problems seem to become even more difficult to solve in the case of teacher-training courses, in which the aim can be defined as making trainees aware of what teaching involves, and providing them with the necessary tools for taking charge of their own professional growth, since assessing the extent to which trainees have fulfilled this aim would require an insight into their minds. Thus, one of the difficulties in evaluating this aspect of a teacher-training course lies in the selection of an appropriate tool.

Among the different procedures that have traditionally been used to record students' perceptions, or changing perceptions, in the past years the learner diary has started to play a dominant role. One of the main advantages of this tool is that it reflects, to some extent, what goes on in the writer's mind (see Nunan 1992), and thus allows the teacher/researcher access to data which are otherwise difficult to obtain.

While at the beginning diaries were used more to record the experiences of students (or teachers) learning a new language with the aim of shedding some light on this process, in recent times they have increasingly been used in teacher-training courses to record the trainees' daily experiences inside and outside the classroom (see, for example, Jarvis 1992; McDonough 1994; Murphy-O'Dwyer 1985; Richards 1992; Thornbury 1991). However, so far few studies have attempted to use diaries to assess trainees' performance in a teacher-training course (one exception is Jarvis 1992), and when they have done so, the assessment procedure has relied heavily on the individual teacher trainer's perception. It is in this situation that the need for a model arose which could give teacher trainers principled guidance for assessing trainees' performance on the basis of their diaries, and which thus avoided an over reliance on an intuitive valuation of trainees' production. The aim of this article is to present the system that I developed and used in order to assess trainees' performance in a teacher-training course through their diaries.

This course was a four-month course in methodology for undergraduate students of English at the Universidad de Alcalá, which means that it can be classified as a pre-service teacher-training course, even though about half the trainees enrolled were involved in giving some kind of private tuition to language students. Its aim was to provide trainees with the opportunity of becoming conscious of their own perceptions of teaching, enriching and modifying them through the presentation of new ideas and, thus, allow them to build a knowledge on which to base their own future teaching as well as their future development as professionals.

Trainees in the course were given two possibilities as far as the assessment of their performance was concerned. Thus, in accordance with university regulations, they could pass the subject by taking a final exam, or they could do so through continuous assessment. There were two requirements for this latter type of evaluation: on the one hand, trainees had to hand in a short, written assignment about any aspect of the course they felt interested in, and, on the other, they were asked to keep a diary in which they could reflect on any topic related to the course contents. To guide them along the way, they were given a handout with some ideas as to what could be included in the diary (see Appendix I). To further guide their work, I collected their diaries every fortnight and added comments to the entries, trying to give suggestions and advice where necessary and encouraging them to follow their own thoughts (for a similar procedure, see Jarvis 1992).

First steps towards a system

Apart from such obvious criteria as the amount of work the trainees had put into the writing of the diary, reflected in its length, and in the number and frequency of the entries, in looking for ways of assessing their performance two other important aspects of student learning came to my mind. The first of these is related to the way in which the trainees managed to relate what was talked about in the course to their own experiences, either as teachers or as language learners. I felt that this is important in so far as "research on teacher learning suggests that the foundations of an individual's ideas about teaching are well established through the experience of being a student" (Freeman & Richards 1993: 210). If these pre-existing ideas are to be enriched and modified through teacher-training, they first have to be made conscious, and then explicitly related to what goes on in the course. I though that the fact that these comments appear, or fail to do so, is a reflection of the extent to which the trainee internalizes the contents of the course and makes use of the opportunities for reflection and professional growth it provides.

The second of these aspects was related to the use the trainees made of the technical discourse of the field. I interpreted this aspect as giving an indication about trainees' performance in the course, i.e. the extent to which they had learnt anything, and to which they had started becoming part of the professional community for which this course was trying to train them. In this interpretation I followed Freeman

continued →

(1991a; 1991b; 1996) who claims that by developing their technical vocabulary, trainees learn to make reference to, participate in, and identify with, the professional community; they learn to perceive and articulate their own feelings and thoughts about teaching, and can create a framework for forethought and afterthought, which will be helpful in their future teaching practice (see Freeman 1996: 232). All of these coincide to a certain extent with the aims of this course, so that the acquisition of technical vocabulary can be taken as one sign of student learning.

The system

Two of the studies mentioned, Jarvis 1992 and Freeman 1991b, each exploit one of the aspects made reference to - Jarvis the type of reflection and Freeman the use of technical vocabulary - and in this sense offered a starting point for the development of the system I finally used. Space prevents me from discussing their methods in detail, but, generally speaking, for the assessment of my trainees' work, both had to be simplified as regards their classifications and the expectations placed on the trainees. In the following I shall outline the two-part systematization I arrived at to assess trainees' performance as reflected in their diaries.

A. Reflection

This first aspect, which includes the relation trainees made of the course contents with their own experiences, as described above, was divided into three different types, summarizing, exemplification and comments, each of which I am going to illustrate with what I hope to be a representative example. I have only edited these examples in those instances where in which comprehension could have been impeded. For the rest, I have chosen to keep the language of the original entries.

The first type of entry can be broadly characterized as "summarizing". In this category we will find summaries or lists of course contents; very general evaluative statements; conclusions that are not reasoned, etc. An example of this type of entry could be something along these lines:

> We were discussing about authenticity in groups, after try to guess what it was about, the teacher gave us the right definition; it's a good technique because you think and talk about the topic, so when the definition is said you can keep it in mind easily. There are three types of authenticity:
> a) of materials
> b) of tasks (It's a task that could be in real life)
> c) learner-authenticity (Something is authentic for the learner; the learner feels it is relevant for his learning). (C, 13.3.)

While there is proof of some kind of reflection in this entry, this is held at a very general level and the trainee does not try to find out what makes this technique interesting, what it is that helps her keep the definition in mind.

The second type of entry is related to exemplification, and in it trainees give examples from their experiences as teachers and/or learners; they tell anecdotes, and show some kind of introspection into their own learning process. Examples of this type of reflection could be:

> The most interesting point of this approach [Suggestopedia] in my opinion is the fact that the hours we spend sleeping are considered as second stage of the learning process because it is in this period of time when information is totally assimilated by the student.
>
> I had already heard about that and I have also noticed that when I am preparing things for an exam, those ideas which are studied in the last hours before I go to bed seem to be much more confused, but the morning after I remember the same things quite easily. (B, 6.3.)
>
> I do not know if the following example is going to illustrate the problem of choosing the right expression/register in the right situation. This happened to me when I was in Eastbourne (England) last summer. In my host family there were two children of 2 and 4 years old and they constantly said "naughty", "Oh, don't be naughty", and things like that. It took me one week to discover its meaning, but that was not all. I noticed that not only the children said it, but also the father and the mother. So one day, I do not remember what we were talking about, I used that word and I still feel embarrassed when I remember the laugh of the father. I thought it was completely normal in that situation, and I have heard it so many times that it ended to seem appropriate to me, but it was not. (I, 12.3.)

The last type of entries could be broadly described as "comments". This type of student reflection includes questions that are more or less directly related to course contents; reflections on different aspects related to teaching; proof of change of perception and awareness, etc. Examples of these were more difficult to find in the trainees' diaries, being as they are a sign of more in-depth reflection, but the following clearly belong to this category:

> These difficulties [for understanding a reading text] have to do with semantics and syntax as well as vocabulary, although this is something that I did not realize before: I thought the problem was only in vocabulary, but now I think that the semantic and syntactic aspects can be even more important to understand a text than just the vocabulary. (E, 11.4.)
>
> I would like to finish with one question that arises me from this method [communicative approach]. Is it true that teachers do not correct mistakes from their learners? If they correct in some way, how? I would like to know your opinion in this matter. When I help those two boys in their speaking and translation classes, I mentioned you before, although we record ourselves, I write the mistakes I can catch when the conversation. I do not know if it is better in this way, in order to not to interrupt them while speaking, or if it is better to stop them and correcting at the same

time, in case they forget them. I think this would be negative, because they stop the fluency, which I consider even more important than grammar mistakes. I would like your opinion and if there are some other methods of correcting them without interrupting the pace of the speaking. (I, 12.3.)

Classifying trainees' work as belonging to one or the other of these types of reflection did not imply coding each entry or part of entry separately, but rather giving a general, impressionistic category to the diary as a whole.

However, to do so, two important points had to be taken into account. On the one hand, it seemed logical to assume that if a trainee was able to comment on the contents of the course, he had gone through the other two steps first, i.e. he had previously thought of what had been the topic(s) of the lesson and related them to reality in some way. These two previous steps might not be reflected directly in the student diaries - although practice showed that they normally were -, but they had to be present.

The second thing to keep in mind while trying to decide the type of reflection the trainee was capable of was that, while at the beginning of the course most trainees used their diaries to record and summarize what went on in the course, this changed throughout it, both with the help of the trainers' comments and due to a normal change of perception and involvement in the course. In this sense, progression was possible and had to be taken into account in assessing trainees' performance along these lines, which meant that, to a certain extent, the last entries are more significant than those written at the beginning of the course.

B. Technical vocabulary

As regards the second aspect, the use of technical vocabulary as a sign of the integration into the discourse community of L2 teachers, apart from the obvious quantitative criteria, i.e. whether or not the trainee used the technical concepts and with what frequency he/she did so, assessment of its use parallels the three categories defined above in relation to reflection. Thus, trainees used technical vocabulary with three main functions: naming, exemplifying and reflecting or commenting.

As far as the first of these, naming, is concerned, trainees used the technical vocabulary that belonged to each of the topics of the course to talk about it (technical concepts in bold typeset):

> We have seen two more methods **Grammar Translation Method** and **Direct Method**. Both of them are interesting but I think that we normally use the first one instead of using the **Direct Method** which is for me more complete and with it, students can learn quickly and better. (A 27.2.)

> Today we have been discussing some **strategies** which can help students in the development of **autonomous learning**. What has called my attention

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about these **strategies** is that almost all of them were oriented by the teacher or had something to do with him, what I find paradoxical if we take into account that we are talking about **learner's autonomy**. (E, 20.3.)

As can be seen, both trainees use the technical concepts to talk about something that was the topic of the lesson they are commenting on. Although trainee E includes some personal reflection, her use of specialized concepts is still limited, and restricted to the two main concepts of the lesson. In the rest of the entry no new technical vocabulary is used. This seems to indicate that both trainees know how to use the new concepts in the context in which they first appeared, but have not internalized them so as to be able to use them in their own examples or comments.

This use outside the specific context of the lesson is related to the second function of technical vocabulary, namely "exemplifying". Here trainees use the new concepts to talk about a personal experience, i.e. about something that, up to now, had not been described in these terms. Rather than imitating a use, as is the case with "naming", here trainees show their ability to relate these concepts to the real world, and thus indicate a greater degree of internalization:

> However, the teacher cannot abuse of this **"communicative necessity"**. In the academy where I am studying English my teacher is always doing this kind of activities and I think that can be dangerous because of the **fossilization** of the language. (N, 7.4.)

> I have noticed this happening to me very often, the same way I notice when somebody makes a mistake. I also notice my own mistakes, the problem is that if you are speaking, your **monitor** acts too late, when the wrong utterance has already been produced. On the other hand, I find that the **monitor** is much more useful for written language, when we really have the chance to improve what we are doing by using our **monitor**. (B, 14.2.)

Finally, some of the trainees show enough familiarity with the concepts so as to be able to use them to do such things as reflect on issues related to the course or comment on something they have thought about. This could be considered the "freest" of these uses, since it does not depend on somebody else having used the concept in the same context:

> The idea of such activities [role-plays] is to make students forget about their status of language learners, and make them feel an actual need so that they perform the **task**. This is what is called a "**reality function**".
> The theoretical assumption underlying this is that language is utilized as just a means to solve real situations. Learners must react according to their emotions and **contextual settings**. Since they were not provided with pre-determined **grammatical structures**, and because they were free to **communicate**, they effectively did so by pooling their background of English. These exercises require, however, a lot of imagination and effort of the students since the situations are all simulated; the great problem of **decontextualized language** in class. (K, 21.3.)

As was the case with the different types of reflection, being able to use technical concepts for the third function implies being able to use them for the other two purposes as well. Somebody who has not been able to give names to the issues discussed and to relate them to real life will hardly be capable of using the concepts to reflect on the issues in a more general way (see Freeman 1991b for a similar point). And as was said in relation to the different types of reflection, again, it is not a question of counting the instances of the different uses of technical terms but rather of gaining an insight into the way trainees are able to use this vocabulary generally.

Finally, a word of caution is needed in this context, since in the analysis of the diaries I also found several examples of wrong uses of technical concepts, i.e. trainees had not understood the meaning of a term, even though they were using it in the appropriate context. This means that before classifying the use of the terminology under any of the three groups, we will have to check that its use reflects an appropriate understanding on the trainee's side.

Objections

Although this two-part system, together with the more quantitative aspects mentioned in passing, allowed me to reach a satisfactory assessment of the trainees' work in the course as reflected in their diaries, there are at least two points where this method caused problems, and which I would like to point out briefly.

The first of these difficulties is related to the classification of certain concepts as belonging to the technical vocabulary of the teaching profession. My problem here lay in deciding where to draw the line between specialist terminology and more common, albeit educated, language. None of the studies related to this type of vocabulary I have had access to is explicit about the criteria used for the classification, so that in the end I decided to rely on my own intuition. Thus, I considered all those concepts we had mentioned - or rather we were likely to have mentioned, for who knows exactly what he/she says at any given moment - and which trainees were unlikely to have learnt elsewhere as belonging to the technical vocabulary.

The second aspect where I know the system is not watertight is related to the objectivity of the assessment. Quite apart from the fact that assessing student performance, or any human behaviour for that matter, objectively is impossible, giving an overall, impressionistic rating may sound even less impartial. Rather than trying to justify the method used in terms of its objectivity I think it is more reasonable to say with McDonough that "A diary alone will not cope with all possible questions, and other methods and data sources will have to be used ..." (1994: 64), which in this case means that the assessment cannot rely exclusively on student diaries, but needs other tools

to complement it. In the case of our teacher-training course this other tool consisted in the assignment mentioned at the beginning of the paper. I am glad to say that, generally speaking, the two methods of evaluation lead me to the same conclusions about the performance of the individual trainees.

Related to the question of objectivity is a further problem that needs to be kept in mind when using diaries. This type of assessment asks for a sense of responsibility and quite a lot of willpower, which is something not all students bring to their studies. Although both of these are virtues one might consider important for future teachers, and could therefore legitimately be allowed to influence the students' final mark, this also implies that this kind of assessment favours a certain type of students. This should not be forgotten when drawing one's conclusions about student performance in the course.

Conclusion

Student diaries have long been considered valuable pedagogical tools, since they encourage student reflection, which is even more important in the case of teacher-training courses where one of the main aims consists in changing and enriching trainees' perceptions about teaching. To this, I would like to add from my own experience, that the dialogue between trainees and teacher trainer which can be created through this resource is valuable and personally gratifying to both parties.

Finally, the fact that with the help of systems like the one proposed, student diaries can be used to help in the assessment of trainees' performance increases their value. I hope that through the present article I have contributed to their use, or at least have been able to give some ideas so that others can find their own methods, very much as I have done with Jarvis's and Freeman's papers.

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Appendix I

Your diary can contain any thoughts about the course. Here are some suggestions of what you can do in it:

1. **React** to class discussions.
2. **Describe** class discussions.
3. **Ask** questions about readings/discussions.
4. **Relate** readings/discussions to your own experiences.
5. **React** to something that you read.
6. **Describe** something that you read.
7. **Argue** for/against something that you read/discussed.
8. **Explore** pedagogical implications of readings/discussions.
9. **Describe** new knowledge you have obtained.
10. **Fit** new knowledge into what you already knew.
11. **Question** the applications, motivations, uses or significance of what you have learned.
12. **React** to class demonstrations, observation, teaching experiences, etc.
13. **Make connections** between course content and previous experiences you have had as a teacher, language learner, etc.
14. **Argue** for/against a particular technique/procedure.
15. **Reflect** on your own experience in learning a foreign language.

Journal Exchanges

"The Teacher Trainer" has arranged journal exchanges with

IATEFL Newsletter (UK)
English Language Teaching Journal (UK)
Modern English Teacher (UK)
RELC Journal (Singapore)
Teacher Education Quarterly (USA)
Forum (USA)
TESOL Matters (USA)
English Teaching Professional (UK)

and is abstracted by 'Language Teaching', The British Education Index, the ERIC clearing house and Contents Pages in Education.

A WAY OF GETTING FROM CLASSROOM TACTICS TO TALK OF BELIEFS AND VALUES

By Tessa Woodward, UK

Introduction

Although plenty of useful work and learning can come from watching colleagues at work, attending conferences and reading, as teachers and trainers we can equally well benefit from discussions of our assumptions, values and beliefs about people, language and the way we all learn and teach. We all have beliefs of course although, in the rush of trying to prepare lessons and sessions, teach, mark assignments, and attend meetings we may not have had time to locate them for some time. We are not always explicitly aware of them. They may be at work while we are at work but we may not know this at the time. This is probably just as well since a philosophical moment when teaching a class of noisy teenagers (Ah! Now let me think. Should I really have answered like that? Is it totally consistent with my Jungian views on parenting?), might well lose you the initiative at an important time.

However, I do think it can be a useful thing every once in a while to have a personal ponder about why you got into the job you're doing, what hopes and values you had at the start, whether you still have them and whether what you do in your job actually bears them out. Since it's not always possible to breeze up to someone in the coffee break and ask them to help you check that you do in fact know the meaning of life, I offer below a way of getting to somewhere near the same point but in a data-based, cooler sort of way.

Here is an exercise I've used with language students, teachers and teacher trainers to help us become more aware of our expectations, assumptions and beliefs.

The assumptions spotting exercise or four column analysis

This activity can be done after you have personally experienced a lesson (whether as a teacher, learner or trainer) or by going through a video, lesson transcript or taped lesson really carefully or after listening to someone's verbatim account of their lesson. I'd suggest you ask someone to help you do it on one of your own sessions first, before you offer it as a trainer to others. Here's what you do:

Step One. Draw four columns. (Or make four circles or strips depending how you prefer to visualise things.) Put the following words at the top of the columns: Steps, Phases, Assumptions (or Beliefs), Archaeology. Thus:

Fig 1 The Four Column 'Assumption-Spotting' Exercise

Steps	Phases	Assumptions	Archaeology

I will now explain the headings and the remaining steps of the exercise one by one.

Step Two. Filling in the "Steps" Column

Try to remember the individual steps of the lesson without looking directly at your source material (eg the lesson plan or video). Note down the steps of the lesson in the steps column in shorthand. Eg.

Fig 2 The Steps Column

Steps

- *Music as S's arrive*
- *T writes own first name on B/B and invites S's to write theirs up scrabble - format*
- *S's come up & do it*
- *T asks S's to turn to P. 10 in textbook and mask top half.*

etc

Why?

As teachers and trainers we spend quite a lot of our time looking forward to future lessons and sessions and much less time thinking back through a lesson we have just taught. So we are usually practised at pre-paration but not post-paration. Looking back is good memory training. It forces us to look at all that went on and not just the bits that seemed most important, most right or most wrong. It is interesting later, if you compare your notes with a colleague's, with the lesson plan or other source material, to see what you remembered, what you forgot and to consider why you remembered the bits you did. This prompts a more realistic and detailed discussion of a lesson or session than when just remembering the things that stand out most immediately and vividly. If you are looking at a new activity, sequence or lesson shape in someone else's work, then taking these kinds of notes will help you to reproduce the same sequence again for yourself later on.

Fig 3 The Phases Column

Steps	Phases
· *(As in Fig 2)*	
· *Music....*	*- setting atmosphere*
· *T writes own name.....*	*getting to know you / or warm-up phase*
· *S's.....*	
· *Tasks S's to turn to p.10 in textbook*	*Start of main work*
· *Etc*	

Step Three. Filling in the Phases Column

Look at all the steps you noted in the first column. See if you would like to clump some of them together into phases with nicknames. Eg.
Fig 3 Above

Why?
If you are doing this work on your own teaching or training and complete the columns for several lessons, you may be interested to find that you very often use similar phases in similar orders. If you do this work on someone else's lessons, you might be intrigued to see that they structure their lessons or sessions in identical or very different ways to yours. Either way, this work gets us thinking in sequences of activities and chunks rather than about individual activities.

Step Four. Filling in the Assumptions (or Beliefs) Column

Next you look at the individual steps and phases listed in columns one and two and try to get to the assumptions and beliefs behind them. If you are thinking about someone else's lesson, then you can only guess at the teacher's assumptions. If you are thinking about your own lesson, then it would be productive to have a friend working with you at this point, thinking about the matter individually first before comparing notes. Your friend will see things differently from you. For example, I might believe that having music playing relaxes students but my friend might pick up that it all depends on the type of music, type of student and the volume!
Fig 4. Below

Why?
The steps and phases of your lesson or session are what you and your participants, (whether language learners, teachers in training or fellow trainers) actually do. These events are practical, physical statements or expressions of self. Regardless of what you MEAN to have happen or of what you believe about learning and teaching, this is what the reality of events in your classroom is. So it is interesting and usually very instructive to see if the assumptions that are spotted by other people or that seem to be apparent from what actually happens in the classroom are similar to the assumptions the leader of the session actually holds.

continued ⟶

Fig 4 The Assumptious Column

Steps	Phases	Assumptions
· *As in Fig 2*	*As in Fig 3*	*Teacher thinks music creates good atmosphere & that this is important to learning. T relaxes too!* *Teacher assumes S's will like the music* *First names are OK. Name learning is important!* *Seeing spelling is important. the board belongs to everyone. It's OK if people move around. The front of the room is not an "inner-sanctum".* *Everyone has a textbook. Using a textbook is good..... . You don't have to use the textbook page as it is. You can hide it or change it.*

Step Five. Filling in the Archaeology Column.

This column could also be headed " When, how and why did I learn this way of working?".
You can only fill in this column if you either taught the lesson or session yourself or are able to talk in person to the teacher who did. The teacher tries to remember where an activity or a sequence or the idea for a phase came from.
Fig5. Below

Why?
This column helps us to understand how we and other teachers learn, where we get our repertoires from and in what situations we are most likely to pick up new ways of working. We begin to dig out the history of our own improvement as teachers. So from the above notes we can see that this teacher, from the notes so far, seems to learn from people. She has learned from a teacher, a colleague and a trainer. She tends to learn things that she likes immediately. She likes the idea that she can bring things from her outside life into the classroom. She likes the idea of people and their attention converging.

Conclusion

With the four column analysis we are beginning to investigate what activities, sequences, chunks and phases we use in our lessons and sessions, why we tend to use them and if there is coherence between what we feel and believe, what we actually do and how others see our work. We also find out something about the circumstances in which we have learned some of the aspects of our job. We are, with the four column analysis, in a sense, working backwards. We are starting with classroom evidence and working backwards to beliefs and assumptions. It's easier to get this kind of conversation going, in my view, if there is something visible, audible, tangible to relate it to.
I hope you have some interesting conversations as a result.

Fig 5 The Archaeology Column

Steps	Phases	Assumptions	Archaeology
As in Fig 2	*As in Fig 3*	*As in Fig 4*	*I first heard music used at the start of class when a participant in Elayne Phillips' session. Liked it, thought S's might & also thought 'Great! I can use something I love in "real life" at work too!* *Name scrabble, I got the idea from Rick Cooper when team - teaching. I liked the way it metaphorically drew the individuals into a group* *We had textbooks at school. My eye always wandered all over the page so when my Diploma trainer showed me how to 'Mask', to get everyone's attention on one spot, I learnt to do it right away!*

Inside Team Teaching

Yasemin Altaş and David Palfreyman, Turkey.

Background

DAVID: My colleague Marion Engin and I are tutors on a course for teachers of some years' experience, in Ankara. The course involves a team teaching component, which is intended to encourage the teachers to consider different approaches to teaching; to make explicit their own assumptions about teaching and learning; and to give teachers an opportunity to observe and be observed teaching by a peer, in a context where they and the peer are working collaboratively on a practical teaching task. We recently planned how to introduce this element of the course to a mixed group of mainly Turkish and British teachers. Although the course participants are experienced teachers, most had had no experience of team teaching, and none of them had team taught in our school before. The overall arrangements for the team teaching were as follows:

A. An introductory session about team teaching (discussion of previous experience and expectations of team teaching, based on pre-reading of Bailey, Dale & Squire (1992)).

B. Lesson preparation time.

C. Team teaching, followed by discussion of lesson between partners.

D. Post-teaching reflection session.

The conversation transcribed below occurred just after the teachers had done most of the preparation for their team lesson (stage B above). Yasemin, a teacher in her first year of teaching, had previously team taught two lessons as part of a concurrent course for teachers with little teaching experience. The more experienced teachers (henceforth referred to as "METs") individually prepared one question each to ask Yasemin about the experience of team teaching in our school, and then she came in to answer the questions in a special 15-minute slot later in the day. Yasemin, the METs and the course tutors all found the conversation very interesting, and points which Yasemin mentioned led to useful discussion during the session and in the reflection session (D).

The conversation

The conversation went roughly as follows:

MET: What did you enjoy most about your team teaching?

YASEMIN: I enjoyed the feeling of sharing the lesson with another teacher. I suppose normally you are used to being "king" in your own classroom, but this time I was sharing with a partner. Actually, at first I wasn't sure about having to share in this way; but it was great seeing it happen. There are some lazy students in the class, but with this

other teacher they became interested, and I could see how a different person reacted to my students.

MET: What didn't you like about the team teaching?

Y: The first time we did it I felt quite uncomfortable. The students were looking at these two teachers and asking "Why are they both here?" Also I felt I was dominating because I knew the class; my partner felt an outsider, and she felt bad about that.

MET: Did you have to explain to the class why there were two teachers?

Y: Before the team teaching lesson I told my students that I would have another teacher with me, and that we would do the lesson with her. They asked lots of questions, and they took a while to get used to the idea in the actual lesson. In fact, when one of us was active, they were more interested in trying to find out what the teacher who wasn't teaching was doing!

MET: Do you think the students felt intimidated by having two teachers?

Y: Yes, at first I think so. Two teachers means two pairs of eyes watching them!

MET: Were you and your partner able to give each other some useful feedback after the lessons?

Y: Yes... After the first lesson it was more on a personal level, as my partner felt quite upset. But we talked about it and tried to find something positive for the next time. We decided that it was important to keep in eye contact with each other, and in the second lesson we paid special attention to that, and it worked much better. We weren't really well prepared in that first lesson, and things came up which we hadn't expected. But our discussion afterwards was very useful; you can always find something positive!

MET: Did you find that one of you was more dominant in your relationship?

Y: The second time was better in that way. In the first lesson when she was at the front of the class, I was just sitting at the side - it was more like "turn-teaching". The second time again one of us was more active, but that

continued →

time it seemed more balanced, because we both kept at the centre, and there was less turntaking between us.

MET: Did the students enjoy it?

Y: Not so much the first time. They were busy working out why there were two teachers in their class. The second time they enjoyed it, as they got used to having observers in the class. The second lesson was very suitable to team teaching, like we performed example dialogues between us - it was like a show!

MET: Did you have any problems with differences in teaching style?

Y: Yes, we did actually. At first it was difficult; but later I would see her do something with my class which I would never do with them, but they would respond to it, and I realized it was worth trying. Some other teachers on our training course worked with a partner who had the same teaching style as them; but I prefer the challenge of combining different styles.

MET: Would you like to teach in a team all the time?

Y: Well, it was something new for me. It's not very realistic to do it always. At first I didn't like the idea, and didn't want to do it again; but it helps to see your class in a different position. It's a bit uncomfortable having the other person watching, but it was very interesting.

MET: Did your lesson-planning take longer than normal?

Y: Yes, but we found out how important it is to be well-prepared, because it was so difficult the first time. It took longer to prepare because we had to agree between our different opinions, we kept saying "My class wouldn't like this". But that's why you do team teaching. You need to try doing things in the lesson, and one of you will be wrong!

MET: As you were the class teacher, did you find that the students accepted the other teacher in the same way as you?

Y: No, not at first. They felt more comfortable with me, their usual teacher, and tended to automatically look at me if they had a question. Be ready for that: if they had a question, they tended to wait until the class teacher was available, to ask them.

MARION: It would be a good idea to prepare some strategies beforehand to deal with things like that; like explaining to the students at the start of the lesson who you are; and maybe using some gestures to tell the students "I'm keeping out of it at the moment, ask the teacher!"

Y: Yes, we did start doing things like that...

Reference:

Bailey, KM, Dale, T & Squire, B (1992) "Some Reflections on Collaborative Language Teaching" in D. Nunan (ed) Collaborative Language Learning and Teaching", CUP.

TRAINEE VOICES

The Stress Factor Within a Short, Assessed Pre-service Teacher Training Course

by Bonnie Tsai and Maria Dessaux-Barberio, France and Switzerland.

As most UCLES/RSA CELTA* tutors would agree, trainees on CELTA courses often find themselves suffering from stress around the time of the mid-course tutorial. We could say this is normal and all part of doing an intensive practical course and leave it at that. It is hard, however to ignore trainee diaries and other trainee comments that reflect a dramatic build-up of stress on a course that itself calls for lowering the stress level in language students!

We decided to send out a letter and some questions about stress to trainees who had followed the course in two different centres. We sent out the mailing six months after the end of the courses as we felt the time lapse would allow for more authentic feedback to emerge. Feedback gained during a course may be based on strong feelings about the tutor and the group, fear of assessment and fatigue. We thought that feelings and thoughts about courses would shift and change after a time of reflection and after the trainees had had the chance to try out the course content in real classrooms.

Here is a response from one of the trainees:

*"Personally, I do not agree with "stress" as a concept as it's so intangible. I loved the course and the tutors were largely responsible for that feeling. If I had to pinpoint any "stress", it would mainly be friction within our teaching practice (TP) group. People's differing motivations and perceptions were sometimes frustrating and consequently it was "stressful" working together. I think the new system of writing "**pass**" on a standard lesson or "**borderline**" on the feedback sheet is excellent ...as I am very "marks" oriented here at university. I think it is very important that each candidate knows exactly how they are doing. I don't think there is anything else the two tutors could have done, they were both great and the group generally lovely"*

This trainee didn't seem to feel that stress was an important factor on the course she attended. What does come out in her response is that there were strains within the TP groups and that good rapport existed between tutors and trainees.

Poor rapport between tutors and trainees seems to account for some feelings of stress in other trainees. Could, for example a trainer who is too critical during feedback, or who sets standards which the trainees feel

* University of Cambridge Local Examinations Syndicate and Royal Society of Arts Certificate in English Language Teaching to Adults

are unattainable, be the cause of stress? We decided to add the following question:
Did you feel the tutors' attitudes or expectations were a source of stress to you during the course?
This is what one trainee had to say in answer to this question:

"What I felt was that some trainees seemed to require constant attention. The "is this all right?" type. It was obvious that this got on our tutor's nerves after a while and it really showed. Now I can see that it would be hard to give useful feedback to trainees who are trying too hard to do as asked. On this course the group didn't gel. I suppose that all the tutor wants is for the course to run as smoothly as possible. And we the trainees never know what external pressures are imposed on the tutors by the school or by family- type things.
On the other side of the coin the tutor can never really know about the on-going outside causes of stress that affect trainees. We were told by our tutors at the beginning to "just empty your minds of any problems and devote all your time and concentration to the course". I feel it's impossible to empty your mind of the outside world for four weeks especially when things like shopping and cooking seem to turn into enormous challenges. All this adds up and stress is felt in a big way. I wish tutors were more aware of this."

This trainee suggests that a tutor who expects outside life to stop during the course may cause additional unnecessary stress for trainees. This trainee also mentions tensions within the group.
For another trainee it was the way feedback was given by the tutor and the way it was received by trainees within the TP group that caused stress. While gentle, humanistic feedback is certainly easier to take at the moment, this trainee felt it led him to a false sense of well-being which ended brusquely when mid-course evaluation came around.
On the other hand some trainees described hard, even brutal feedback that hurt their self-esteem so much that they felt, *"What's the point if everything I do is wrong?"*
Another factor mentioned by some respondents was how much time was spent by the group helping the "victim" to get over the after-effects of negative feedback.

"One member of our TP group took feedback very hard. The rest of us got sucked into this trainee's dilemma. It was like an emotional roller- coaster ride for everyone. I didn't need this and would have liked just to use what valuable time there was to get on with my own lesson planning."

In addition to the tone of tutor feedback and intra- group tensions, trainees also mentioned the quantity of input. One trainee mentioned her inability to assimilate input and to apply at least some of it during her teaching practice. It was difficult for her to grasp that she wasn't expected to put it all into practice right away.

"I found it much more difficult than the younger trainees who were just finishing or had just finished their degrees at university and who were used to learning under time pressure. I noticed how hard it was to keep up."

For another person on the same course becoming increasingly tired was a factor.
"Tiredness is an obvious factor but cannot be overemphasised in my opinion. I remember wasting so much valuable time with stupid tiredness-related mistakes e.g having to rewrite a lesson plan because I had written something in the wrong section." This trainee goes on to suggest that teaching itself is inherently stressful.
"In many cases, mine included, the area was so new that it was daunting. I had never stood up in front of a group before and this alone caused panic. Many of us had never been under time/performance stress before. University is very different in that if you make a mistake, only you and your tutor know. In the CELTA you are on public display and it doesn't matter how much one reinforces the fact that mistakes are a part of the learning. It still seems world-shattering when you make one."

The trainees who responded to our questions concerning the stress they felt on their pre-service courses suggest in their comments that stress is inherent to the course because of group dynamics, the intensity of the course, the amount of input, the public nature of the teaching, the feedback given and the overall level of fatigue experienced by the end of the course. Perhaps this is what makes these intensive pre-service courses so useful. It provides a micro-example of what real teaching and what belonging to a real staff room are like!

The Proxemics of Lesson Planning

John Hughes, Italy

What is proxemics ?

Within Linguistics, ***Proxemics*** is 'the study of the physical distance between people when they are talking to each other, as well as their postures.' (ref.1) However, the American Anthropologist E.T.Hall had a much wider definition of the word: A science of 'observations and theories of man's use of space' (ref.2,p.1) Hall categorised use of space into three types: Fixed-feature space which refers to the shape of urban spaces, buildings and room shape. Semi-fixed use of space is altered through the movement of furniture (or changeable items). Finally, informal space is the third type and concerns the space and distances between people.

Proxemics and communication

Hall was interested to see how existing types of space affected people and how changes may make a difference aiding or inhibiting conversation and communication for example. He cites one test carried out by a psychologist where people in an American hospital waiting room were found to be six times more likely to strike up a conversation sitting at right angles than they were if seated opposite across a table or on chairs lined up next to each other against a wall. For Hall then, the positioning of chairs, tables or partitions should not be founded upon the basis of mere functionality, but also take into account people's senses, since,'...sense of space is a synthesis of many sensory inputs: visual, auditory, kinesthetic, olfactory and thermal...each is moulded and patterned by culture.'(ref.2,p.52)

Proxemics and culture

The notion that use of space is a 'specialized elaboration of culture' (ref.2,p.1) meant that Hall and other proxemicists of the fifties and sixties could compare cultures by studying their spaces. For example, walls which are normally regarded by Westerners as fixed are not necessarily so to Japanese people in whose country walls made of light wood and paper may be moved. Similarly, Hall devotes chapters to comparing differences in physical distance between foreigners. Nowadays, anyone who has met and experienced a foreign culture will have their own story of a person who stood too close for comfort or whose gestures were too familiar or overly reserved.

Proxemics and the classroom

We can apply the proxemics approach to the classroom. In many countries the school and classroom walls are fixed. The tables, chairs, boards and equipment are semi-fixed. And finally, there is the distance relationship between teacher-student, student-teacher and student-student.

The two latter space types (semi-fixed and informal) have undergone the greatest changes as many teachers (though certainly not all) have changed the way they view the classroom, using pair and group work, for example. Chairs and tables are no longer fixed features of a Victorian age, but semi-fixed because we assume this will facilitate communication. Here is one of many examples of how a teacher training book addresses the issue:

'Furniture is not neutral. If you don't use the furniture to conscious effect, it will exercise its own effect.....if I want to talk about a topic all together, I try to get the tables out of the way. The message is that we are open to each other.' (Edge, see ref.3, p.50-2)

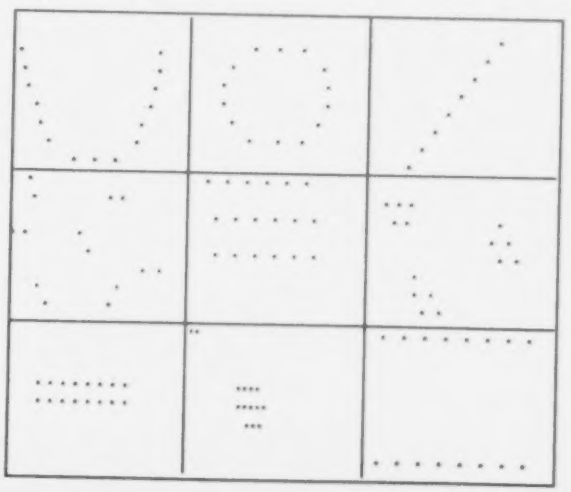
Edge shows great awareness of proxemics and semi-fixed features. However, it is interesting to note that the elaboration of culture based upon moving the tables out of the way is that we become 'open.' This highlights typical Western European and American cultural assumptions surrounding space, which as Hall notes may be misguided: 'what is sociofugal (distant space) in one culture may be sociopetal (close space) in another.'(ref.2, p.104)

Training teachers in proxemics

In training teachers to consider proxemics then, we must not only stress the importance of space to aid communication, but also to consider the cultural impact our decisions have upon classes (particularly multi-cultural ones or where the teacher is a native speaker in an EFL class.)

Scrivener in *Learning Teaching* (ref.4,p.95) and Gower, Phillips and Walters in *Teaching Practice Handbook* (ref.5,p.21-29) use diagrams similar to those shown below which indicate where the students are sitting/standing. The teacher trainee is asked to consider changing the classroom layout in order to facilitate activities and learning.

fig.1



- A variety of tasks can be given to the trainees using these classroom maps such as the following:
  1) Mark on each classroom map an 'X' where you think the teacher is.
  2) With a partner discuss whether the class is at an Authentic/Restricted or Classification stage (see Scrivener, ref. 4, p.134)
  3) In groups brainstorm what type of activity might be in progress (discussion, role play, pronunciation game, information gap.)
  4) Choose an extract from a text book and draw a series of classroom maps that illustrate the stages of the class. When you finish the maps, pass them to other groups and compare your ideas.

- A similar technique to focus upon semi-fixed space, is to cut up the sentence below (fig. 2) and pin the parts of it around the classroom. As the trainees enter the classroom ask them to wander around and try to work out what the sentence says. For such an activity it is also worth having the semi-fixed features in the classroom placed in unexpected places, i.e. chairs upside down and tables stacked on each other. This challenges preconceptions of space right from the beginning.

Fig.2

When was the last	time you began your	class by asking the
students to open	this window, turn this door	handle, carry this table
out of the room, read	something on this wall, sit	where they feel safe
or comfortable, or	stand as far away from	people as they like ?

- When they have finished ask them if they can say 'Yes' to any of the questions (i.e. sit where they feel safe). If they can answer yes, ask the following questions:

1) How did it help the class/activity ?
2) Do you think the students were comfortable with the change ?
3) Was the class mono or multi lingual ? What country was it in ?

The final question (3) raises the under-discussed issue of changing space in a culture where the proxemic is different from the teacher's or where a multi-lingual class is made up of people with different concepts of space. For example, when we ask students to sit on the floor, move close to each other, or work in pairs we might be enforcing very alien codes of culture that may impede learning.

There are a number of teacher training activities which can address the issue of appropriate proxemics:

- The teachers draw the walls of their typical classroom and sketch the first plan of where their students will sit when they walk into the class. With teachers of mixed culture this highlights typical classroom culture in the teachers' country. Then ask the teachers if they think the students' choice is dictated by:

a) the shape of the classroom
b) cultural tradition
c) the teachers' direction

- Ask the trainees to look at the maps in figure 1 and discuss which use of space is likely to occur in the first class, in the second class, in the second week by the middle of the term. This draws attention to the idea that changes of space in the classroom need to be introduced slowly with cultural awareness rather than abruptly.

- Ask teachers to choose partners and walk towards them. As soon as the participants start feeling uncomfortable they should stop. It is important to note that participants are welcome to bring their inhibitions with them and react to their initial feeling rather than trying to overcome their natural feelings. Both people must stop walking as soon as one of them shows discomfort. It is interesting at this point to compare distances between people around the class. Unlike many workshops/classes where 'good' participation is equated with open-ness this activity asks us to address how a student (quire reasonably) feels because of personal culture.

Conclusions

Proxemics is a crucial classroom science and is something teachers can carry out their own personal research on in classes made up of different cultures, ages, levels and need. Teacher training workshops will help develop awareness by carrying out some of the tasks mentioned above since they ask participants to:

- reconsider their own spatial position and role as a teacher
- question the stages of a class and our accepted norms with regard to placing students
- share activities and techniques with each other
- consider how they "set up" each stage of a class
- consider cultural assumptions

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Proxemics!

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CURRENT RESEARCH

Trainer Language In Post-Observation Feedback Sessions

Deniz Kurtoglu Eken, Turkey

I work as a teacher and teacher trainer in Bilkent University School of English Language in Ankara. As a trainer, I am mainly involved in UCLES[1] courses such as DTEFLA[2] and COTE[3] and in institutional staff development activities.

I believe that the language the trainer uses is of extreme importance in any training and developmental activity. This is even more so in teaching practice feedback sessions where the trainer tries hard to fulfill his/her advisory role successfully. Criticism can be a face-threatening act and this is why many trainers try to soften or couch their messages in gentle language. Because of this, what is needed is a **match** in trainee and trainer perceptions of trainer language. This paper discusses the findings of research on trainer language in feedback sessions in two parts: Part I discusses different types of directives[4] used by trainers in feedback sessions and Part II compares trainer and trainee perceptions and preferences of directives, discussing implications for trainer language and for the conduct of feedback sessions.

Part I: The use of modal-embedded directives in teacher trainer oral feedback to trainees on classroom observations

Steps

The aim of this study was to investigate trainer language in terms of the directives used in oral feedback sessions with trainees. The subjects of the study were 7 teacher trainers at Bilkent University School of English Language (BUSEL): 3 tutors on the DTEFLA Course and 4 on the COTE Course **and** 7 trainees; 3 on DTEFLA and 4 on COTE. First I made audio recordings of feedback sessions over a period of 4 weeks (a total of 7 sessions by 7 different trainers with 7 different trainees). I then transcribed trainer utterances in all sessions[5] and analyzed trainer language in terms of directives used. During the analysis I drew categories for different types of directives and, as a final step, analyzed frequency of use. As there was some overlap in certain categories of directives, I classified them on the basis of the type of directive that seemed to be more 'prominent' in the context of the utterance. Furthermore, I took a broader approach to modality by analyzing, "the addition of a single adverb such as *perhaps*, *maybe*, or *definitely*" (Bolitho & Tomlinson, 1995: 78) as well as the use of modal auxiliaries such as, 'can', 'could', or 'might'.

Categories and Examples

What follows is a description and exemplification of the five main categories and thirteen sub-categories of directives that the analysis reveals.

1. Need/Want statements

Need/Want statements refer to what the trainer wants the trainee to do, e.g. "I *want...would like* you to talk."; to the trainee's need as perceived by the trainer, e.g. "You *need* to decide for what purpose or aim."; or to the lesson i.e. what the lesson or parts of the lesson need, e.g. "It *needed* thinking about." (it= the vocabulary presentation in the lesson).

Almost all need/want statements are very 'direct' and therefore unambiguous, but there are a few instances which seem to be 'less direct' due to the lack of the singular pronoun 'you', e.g. "So something to bear in mind." (**you** *need to* bear it in mind).

2. Imperatives

My analysis of trainer utterances reveal 5 sub-categories of imperatives. Imperatives are utterances formed by using the base form of the verb, e.g. "*Don't be* overambitious; *have* a very specific aim which isn't ambitious."; using verb -ing,
e.g. "So for this point here, *making* the task more specific and *being* clear what your purpose is."; using verb ellipsis, e.g. "So always more specific." (= *be* more specific); using let/shall/why don't we/you, e.g. "*Why don't we* start with that.", "*Let's* go through this first."; and by using 'you' before the imperative, e.g. "*You* guide them more." (them= students).

The sub-categories of 'verb -ing', 'verb ellipsis', and 'let/shall/why don't we/you' appear to be less direct with a 'softening' effect.

3. Modal-embedded directives

By modal-embedded directives I mean utterances which contain modal auxiliaries or adverbs which function as modals. These utterances come in 3 sub-categories: adverb-embedded directives, e.g. "*Maybe* not just the instructions, but *maybe* it wasn't clear in your own mind what the purpose of it was." (= It wasn't just the instructions; it wasn't clear in your own mind either. You need to make sure what your aim/rationale is.); modal-embedded interrogative directives, e.g. "So how *could* you develop this then if you were to teach it again? *Could* you change anything about the way you do the activity?"; and modal-embedded statement directives,
e.g. "It *might* be worth thinking about planning your board."

The use of adverbs and modals have a 'softening' effect, seeming to make criticism more acceptable to the trainee. They can also be described as linguistic politeness strategies employed by the trainer in order not to threaten the trainee's face.

4. Non-modal question directives
Non-modal question directives are questions that do not contain modals and are formed by using 'wh- questions' (including 'how' questions), e.g. "*What* didn't you like about it?" or 'yes/no questions', e.g. "Did you get it from a teacher or did you learn that way in school?" (it= the pronunciation of a word).

Wh- questions function as 'genuine' information questions or as 'advisives' (Tsui, 1994: 117), but some appear to be very direct and therefore threatening, e.g. "*Why* did you do that?". Yes/no questions, on the other hand, appear to be less direct and are almost always information questions where the trainee is expected to inform the trainer.

5. Hints
Hints are utterances with implicit messages and require the trainee to infer the message from his/her knowledge and experience of classroom teaching. They are also advisives which are non-direct and non-explicit. Two examples of hints are, "So most of these are O.K., but this one was a bit detailed so to answer that question you had to stop and look and so on." (= It wasn't a good scanning question; think more carefully about your choice of questions.) and "...so we had twenty-five minutes of vocabulary...Do you think you could've done that vocabulary in ten minutes? In retrospect, do you think you could have?" (= The balance of activities needed thinking about and ten minutes as specified in your lesson plan was too ambitious for the vocabulary stage.).

Findings

The findings suggest that teacher trainers at BUSEL make use of **all** types of directives, but with different frequencies and reveal that trainers use modal-embedded directives at a much higher frequency than any other directive type in giving feedback to trainees on their teaching practices (c.f. Table 1). As discussed earlier, the use of adverbs and modals have a 'softening' effect and seem to make criticism more acceptable to the trainee. They are therefore less threatening than the other types of directives and help the trainer to fulfill his/her advisory role successfully. It appears to be linguistically more polite

Need/Want statements	Imperatives	Modal-embedded directives	Non-modal question directives	Hints	Total
(f)	(f)	(f)	(f)	(f)	
22	41	104	58	25	250
8.8%	16.4%	41.6%	23.2%	10%	100%

Table 1. Frequency distribution of directive types.

and less direct for the trainer to say, "You can call on people to make sure they're with you." than, 'You need to call on people...' or 'Call on people...', etc. It is, however, crucial to also look at what trainees prefer and how they perceive the different types of directives in order to see whether we (the trainers) are justified in using the language we use. These two points form the basis of Part 2 of my study which I will now discuss.

Part 2:
Trainer and trainee perceptions of directives in oral feedback on classroom observations

Steps

The aim of the second part of this study was to investigate *trainee* perceptions and preferences of directives and to compare them with *trainer* perceptions and preferences of directives in order to see how much of a 'match' or 'fit' there is between the language *trainers* use and the language *trainees* prefer in oral feedback sessions on classroom observations. The subjects were 6 teacher trainers at BUSEL (2 DTEFLA and 4 COTE tutors) ***6 and** 19 trainees; 7 on DTEFLA and 12 on COTE. My first step in this part of the study was to give out two versions of the same questionnaire to 6 trainers and 19 trainees (c.f. Appendix A). I then analyzed subject responses by comparing trainer and trainee perceptions of trainer language, and finally compared trainee preferences of directives with what trainers actually use.

The Questionnaires

The two questionnaires consisted of 5 questions each, all with a different aim and focus (c.f. Table 2). In Question 1,

QUESTION	Questionnaire on trainer perceptions FOCUS:	Questionnaire on trainee perceptions FOCUS:
1	what the **trainer** thinks s/he would say in a given situation	what the **trainee** thinks the trainer would say
2	what factors the **trainer** thinks might affect how s/he says what s/he says	what factors the **trainee** thinks might affect how the trainer says what s/he says
3	why the **trainer** thinks s/he might say a particular utterance	why the **trainee** thinks the trainer might say a particular utterance
4	what type of utterances the **trainer** thinks the trainee prefers	what type of utterances the **trainee** prefers
5	what factors the **trainer** thinks might affect his/her choice of utterances	what factors the **trainee** thinks might affect his/her own choice of utterances

Table 2. The focus of each question in *Questionnaire on Trainer Perceptions* and in *Questionnaire on Trainee Perceptions*.

trainees were asked to comment on 3 'typical' feedback situations in terms of what they believed *the trainer* would say in those situations, e.g. 'The trainer thinks that your aim for one of the activities/tasks in the lesson was not clear.' (c.f. Appendix A, Question 1-a). Similarly, trainers were asked to comment on the same 3 situations in terms of what they believed *they* (as trainers) would say

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in the given situation. Questions 2 and 5 were both open-ended questions aiming to explore the factors trainers and trainees believed might affect what was said and their choice of utterances. In Question 3, there were 7 trainer utterances each of which represented a different type of directive [7]. All of these utterances came from real data collected and analyzed in Part 1 i.e. they were all *actual* trainer utterances, e.g. "What is scanning?". The aim of Question 3 was to find out about trainer and trainee perceptions of different types of directives. Question 4 consisted of the same 3 situations as those in Question 1, but this time with a choice of 8/9 trainer utterances for each situation. These utterances were partly taken from real data obtained from Part 1 and partly invented. The reason why some utterances were invented was in order to account for the different types of directives and naturally not all situations existed in each and every one of the recorded feedback sessions in Part 1.

I first collated and then analyzed all trainee and trainer responses to the two questionnaires comparing trainer and trainee perceptions, interpretations and preferences regarding the language of feedback.

Findings

As discussed earlier, the aim of **Question 1** was to collect data on what the trainer thinks s/he would say in a given situation and what the trainee thinks the trainer would say in the same situation. Although some subjects wrote more than one 'trainer utterance' for the given situation, **all** utterances were analyzed in order to have a more accurate representation of subject responses. Non-modal question directives scored highest on both questionnaires, with 82.85% on trainer perceptions and 53.33% on trainee perceptions. This was followed by modal-embedded directives with 14.28% and 30.6%, respectively. It is worth comparing the results obtained from trainers with those in Part 1 of the study, where modal-embedded directives scored almost twice as high as non-modal question directives: 41.6% versus 23.2% (c.f. Table 1). This difference could be due to the 'narrower' context of the questionnaire; the fact that trainers had been presented with the findings of Part 1 of the study a few months before the conduct of the questionnaire and therefore might have been influenced by the results to reduce researcher expectancy; and/or to the possibility that not all situations might not have lent themselves to the use of modal-embedded directives. There is still, however, a **match** between trainer and trainee responses since both subject groups had non-modal question directives scoring highest and modal-embedded directives scoring second highest, although with varying frequencies.

My aim in **Question 2** was to explore the factors that trainers thought might affect how they said what they said and to what extent these were similar to the factors identified by trainees themselves. The data in this section revealed 3 categories of factors for trainers and 4 for trainees. As can be observed from Tables 3 and 4, the factors identified by trainers and trainees under the categories, 'The trainee', 'The lesson' and 'Other' are almost exactly the same. What is interesting to observe is that whereas trainees identified quite a few factors related to 'The trainer', the trainers did not mention any such factors probably because they 'took themselves for granted'.

Nevertheless, the findings are considered to be positive in the sense that both subject groups have similar awareness of factors that can influence a trainer's language in feedback sessions.

THE LESSON	THE TRAINEE	OTHER
-how the lesson went -whether it was a major or minor point in the lesson	-experience -personality & attitude -sensitivity to criticism -non-verbal responses -level of critical/ reflective awareness	-relationship with trainee -previous discussions with trainee (i.e. in pre- and post- conferences)

Table 3. Factors which the trainer thinks might affect how s/he says what s/he says.

THE LESSON	THE TRAINEE	THE TRAINER	OTHER
-how the lesson went -how serious/ important the point was in the lesson	-personality -sensitivity and how s/he can handle criticism -mood on particular day -expectations -awareness level -experience -responses to trainer questions	-personality -attitude -thoughts and opinions about trainee -experience -mood -professional skills -social relations with people -understanding of human psychology	-relationship between trainer and trainee -previous lessons and discussions -time of day -atmosphere

Table 4. Factors which the trainee thinks might affect how the trainer says what s/he says.

Question 3 aimed to investigate trainer and trainee perceptions of different types of directives and to see if there was any mismatch between trainers' and trainees' interpretations of directives. Below is a representative sample of the trainer utterances used in Question 3 and their discussion.

a. "You need to get them (*students*) to compare their answers." (example of need/want statement)
All subjects interpreted this utterance to mean that there was a need for more student-student interaction and pair work and that the lesson was too teacher-centered. Therefore there was a good match between the two subject-group perceptions.

b."So acknowledging their (*students'*) contributions with more encouragement." (example of -ing imperative)
This utterance was interpreted in the same way by trainers and trainees as the need to give more praise and positive reinforcement to students. 3 out of 19 trainees, however, said they found the utterance confusing and that it was not clear what the trainer meant.

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c. "So how could you perhaps develop this then, if you were to teach it again?" (example of modal-embedded directive)
There was a perfect match between the interpretations of the two subject groups. Both groups interpreted this utterance to mean that the teacher needs to consider other areas of improvement and that there is a particular area which needs improving.

d. "What is scanning?" (example of non-modal question directive)
Once again there seemed to be a perfect match here between trainer and trainee interpretations. Both subject groups interpreted this utterance to mean that the teacher does not have a clear idea of what scanning is and that the task that was used in the lesson was not a scanning task.

e. "Something you said to a student, *'What have you bought recently?'* and he said, *'I bought a CD.'* and you said, *'O.K."'*
(example of hint)
This utterance seemed to be interpreted differently by subjects. There was a mismatch not only between trainer and trainee perceptions, but also among trainers and trainees themselves. Both subject groups interpreted this utterance in two different ways: 4 trainers and 8 teachers thought the utterance revealed a lack of genuine response or reaction from the teacher to what the student said and 2 trainers and 10 teachers related the utterance to an accuracy problem; that the teacher actually accepted a wrong answer from the student since the question was in present perfect tense but the answer in past simple.

Despite the fact that the contexts in Question 3 were confined to single utterances, almost all utterances were interpreted in the **same** way by both subject groups. I believe that this is a second positive finding because it shows that the utterances, and thus the different directive types, are perceived similarly by both trainers and trainees. It also implies that there is little room for misunderstandings between the two parties.

Question 4 was one of the most important questions in the two questionnaires, aiming to find out about trainee **preferences** of directives and trainer perceptions of trainee preferences. As discussed earlier, this question consisted of 3 situations each with a choice of 8/9 trainer utterances representing different directive types as well as a 'direct' statement of the situation, e.g. "Your aim here wasn't clear."

Trainer perceptions of trainee preferences were that trainees equally preferred modal-embedded directives, non-modal question directives, and hints, all three of which had the same frequency of 27.77%. These were followed by imperatives as the second most preferred directive type, direct statements as the third preference and need/want statements as the least preferred directive - or rather not preferred **at all**.
The directive type preferred most by trainees was modal-embedded directives with 50.72%. This was followed by imperatives and hints with 15.94% and 11.59%, respectively. Non-modal question directives were next in preference with 8.69%, followed by direct statements with 7.24% and need/want statements with 5.79%.

When we compare these findings with **what trainers actually use**, we arrive at some very interesting findings and implications (c.f. Table 5).

TYPE OF DIRECTIVE	What trainees prefer (f)	What trainers actually use (f)
Need/Want statements	5.79%	8.71%
Imperatives	15.94%	18.34%
Modal-embedded directives	50.72%	40.36%
Non-modal question directives	8.69%	21.55%
Hints	11.59%	11.00%

Table 5. Comparison of directives used by trainers and those preferred by trainees.

The careful reader will notice the difference between the percentages of the directives trainers use with those listed in Table 1. This is because the percentages in Table 5 do not include those of myself as the researcher since I was not involved as a trainer in this study. However, I do not believe that this makes an important change to the results as in all 5 cases, there was a difference of maximum + or - 2%. The careful reader will also observe that the 'direct statement' category which was preferred by 7.24% of trainees is not included in Table 5. This is because these statements were not included in Part 1 of the study as my main aim there was to explore directive types used by trainers. Direct statements thus constitute an area for further research in the language of feedback sessions.

As can be observed from Table 5, there is a good match between the type of directive that trainees prefer the most and that used by trainers the most: modal-embedded directives. Although it would be wrong to make broad generalizations based on these findings, in the context of this research, we can safely conclude that we (the trainers at BUSEL) are justified in our use of modal-embedded directives since it is the most preferred type by our trainees. We also seem to be justified in our use of imperatives and hints as the percentages of trainees who prefer these two types are very close to those actually used by trainers. On the other hand, the findings suggest that we need to make less use of need/want statements and much less of non-modal question directives since both were the least preferred types by trainees.

These findings are also supported by subject answers to **Question 5** which focused on the identification of the factors that trainers and trainees thought might affect their choice of utterances i.e. their choice of directives. Although this question was quite similar to Question 2, the factors identified revealed some additional valuable points expressed by trainees:

The trainer should,
a. be tactful, guiding and encouraging,
b. try to understand why the teacher behaved as they did,
c. give the trainee the chance to explain his/her own

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reasons for doing a particular thing, and
d. should make the trainee think by giving him/her some guidance.
The utterance should,
a. not be insulting and demotivating, and
b. should be guiding.

These comments support the use of modal-embedded directives since such directives are less direct (therefore less threatening and demotivating) and are more 'prompting/probing' (thus more guiding).

Conclusion

Criticism is indeed a face-threatening act and thus a very sensitive area in feedback sessions. Face is something which is emotionally invested and can be lost, maintained or enhanced and therefore needs to be constantly attended to in interaction (Tsui, 1994:255). Much of the success of a feedback session depends on the personality of the trainer and the trainee; their attitude, their mood, their body language and facial expression, their voice and intonation. However, as this study shows, language is also, "a very powerful tool in determining outcomes and shaping relationships" (Phillips, 1995: 6). The higher the match between trainer and trainee perceptions and preferences, the more successful and rewarding the interaction between the two parties appears to be. Thus even on a formal training course where teachers are assessed on their TPs, we can promote development through knowledge and awareness of the language we use as trainers, but equally through knowledge and awareness of trainee perceptions, preferences, and expectations.

Among the limitations of this study are variables such as nationality of subjects, training/teaching experience of subjects, and type of course which could have an effect on the findings of Part 1 and Part 2. Despite its limitations, however, I believe that this study presents a useful descriptive account of different directive types and their linguistic variants, directives used by trainers, trainer and trainee perceptions of directives, and trainee preferences of directives.

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Appendix A

EXTRACT FROM TEACHER TRAINER ORAL FEEDBACK IN POST-CONFERENCES: QUESTIONNAIRE ON TRAINEE PERCEPTIONS

The aim of this questionnaire is to investigate trainee teachers' perceptions of teacher trainer oral feedback in post-conferences and later to compare trainee perceptions with trainer perceptions. As you are answering the questionnaire, please imagine that you are having a post-conference/feedback session with your teacher trainer after an observed lesson. Your answers to this questionnaire will be kept confidential.
Thank you for your cooperation. *Deniz Kurtoglu Eken*

QUESTION 1 (for situations 'a' to 'c' below)
Please read the following situations carefully and then answer the question below for each situation using the space provided.

What do you think your trainer might say to you in the following situation? Please write down *how* you think the trainer might say it to you (i.e. in what words?)
a. The trainer thinks that your aim for one of the activities/tasks in the lesson was not clear.
b. The trainer thinks that one of the activities in the lesson went on for too long and that students lost their concentration.
c. The trainer thinks that in one part of the lesson you did not nominate enough and that students were not equally involved.

QUESTION 2
What factors do you think might affect *HOW* the trainer says *what* she says? Please write them below.

**** A full questionnaire for both trainee and trainer perceptions is available on request from the Editor.***

Endnotes

1 University of Cambridge Local Examinations Syndicate
2 Diploma in Teaching English as a Foreign Language to Adults
3 Certificate for Overseas Teachers of English
4 Suggestions, requests, and commands are all directives and although they differ in their force of attempt, they are all attempts by the speaker to get the hearer to do something (Holmes, 1983: 91).
5 The researcher was one of the subjects in the research. In order to minimize researcher expectancy, the transcription of my feedback session was done by a teaching colleague who was not told anything about the type of research and was simply asked to transcribe all trainer utterances.
6 The trainers were the same as those in Part 1. As the researcher, however, I did not include myself in this part of the study as the research was based on a questionnaire.
7 The types of directives used were the same as those identified and categorized in Part 1 of the study.

AUTHOR'S CORNER

One of the best things about e-mail is that once you have met someone, say, in the busy environment of a conference, you can contact each other again for a more leisurely, electronically aided conversation later on. I met Karen Johnson at the TESOL conference in Seattle, USA and we followed up our acquaintance thus:

TW. Where do you work Karen and what kind of work do you do?

KJ. I am Associate Professor of Speech Communication at the Pennsylvania State University where I teach courses in the MA and Phd programs. My research focuses on teacher learning in language teacher education and the dynamics of communication in second language classrooms.

TW. I've heard you have been developing some interesting material for teacher training on CD Rom. Could you tell me something about it?

KJ. The "Teachers Understanding teaching" CD ROM program is an interactive multimedia package that is designed to enable teachers to think critically about their own teaching and foster teacher learning and professional development in all professional contexts. You can get information about the program from Heinle & Heinle.

TW. What makes the package interactive?

KJ. Unlike books that may be read from start to finish, the CD ROM program places people in a multimedia hypertext environment that enables them to move between and within the different strands of the program along their own pathways of interest, for any length of time, and in whatever manner and detail they wish. This sort of flexibility creates highly individualised , self-directed learning environment that is rarely found in other professional development materials.

TW. What do the teachers actually have to do and how does this help them to think critically about their own teaching?

KJ. The program is built around the professional experiences of three teachers (Elementary, Secondary and Pre-University). Throughout the program, users hear how these teachers critically reflect on what they know and believe about teachers and teaching, why they teach the way they do, and how they have developed and changed their teaching over time. Their thinking about language learning and teaching serves as a lens through which users can make sense of their own teaching. By interacting with and reflecting on various aspects of the program, users have multiple opportunities to think critically about what they know and believe about teachers and teaching, why they teach the way they do, and how they can develop and change their teaching as they see fit.

TW. That sounds thorough and also as if it works from the standpoint of teacher beliefs.

KJ. The CD ROM program is about teaching from the inside out. It focuses on understanding the interrelationships between what teacher know, believe, think about second language teaching and learning and what they do in their classrooms. It examines how teachers learn to teach, how and why they make decisions while teaching, the structure and content of the knowledge they posses and how their beliefs shape the way they view themselves as teachers and how they make sense of their own practice.

TW. When I saw you present at TESOL Seattle you were explaining the concept of 'the robust or complex pedagogical reasoning of teachers. Can you say a little about why you think it's important and how you work on this with the teachers you are with?

KJ. Most of the teachers I work with jokingly complain that my standard answer to any question they have about teaching is, "It depends." I believe there is no one right way to teach and no simple answers to the complexities of teaching. Knowing what to do in a classroom depends on who our students are, what they know, and what they need to know. It depends on who you are and what you know and believe. It depends on what you are expected to teach, how you teach it and what your students are expected to do with what you have taught them. It depends on how your students view you and to what extent they value what you are trying to teach them. It depends on how your students are viewed within the school where you teach and within the community where your school is located.

So, knowing what to do in a classroom depends on a wide range of considerations, and the way the teacher thinks about these considerations lies at the core of both learning to teach and understanding teaching. I see teachers' reasoning as being the complex way in which teachers figure out what to do about a particular topic with a particular group of students at a particular time, in a particular classroom, within a particular school.

TW. So how does coming to understand teaching through the lens of teacher reasoning help new and experienced teachers, do you feel?

KJ. Teachers are then able to recognize and appreciate, the highly situated, interpretative and at times highly idiosyncratic qualities of real teaching. In other words, the inherent messiness of their work and the way teachers think about what they do.

TW. As a trainer of teachers do you feel that you also need robust reasoning and if so, how do you go about continuing to develop it in yourself?

KJ. By robustness, I mean the completeness of teachers' understandings of themselves, their students, and the classrooms and schools where they work. I mean the flexibility with which they make use of these understandings, the complexity of their reasonings and the range of instructional considerations the make use of as they carry out their professional activities.

As a teacher educator then, I try to think about my own work with teachers in the same way that I ask the teachers to think about theirs. I try to engage in and reflect on the reasoning that determines my own practice as a teacher educator. I examine the ways in which I conceptualise and resolve the problems and dilemmas I face in the place where I work.

TW. Can we read more about your ideas as well as looking at the CD ROM programme?

KJ. Yes, I have a new TeacherSource book out called "Understanding language teaching:Reasoning in action"

TW. Karen Thanks!

When were you last in the primary classroom?

by Peter Bodycott, Vernon Crew and Christopher Dowson, Hong Kong

Introduction

"When were you last in the classroom?", inquired the students
"How long have you been out?", queried a colleague.
"How do you know that what you're teaching is relevant?", asked the Head of Department.
"How many of you have had teaching experience in local schools?" challenged the external course examiner.

Throughout our careers in teacher education all three of us have each experienced questions such as these. And the obvious thing is, early in our careers, fresh from schools, questions such as these didn't seem to bother us much. But, over time, plying our trades in Britain, Zambia, New Zealand, Singapore, Australia, Japan and most recently Hong Kong we have found ourselves asking the same questions.

Why is it that these questions bother us now? Could it be that this self-questioning, reflective thinking has been brought on by our decision to teach in different countries? Our answer to this would be no, but we believe that teaching in foreign countries facilitates it. We would argue that throughout our careers as primary teachers we developed and honed our skills of self-reflection, and therefore as teacher educators it seemed natural for us to apply the same skills.

It suddenly struck me -how relevant is this ten year old story? Sure I've adapted it for different classrooms and cultures, and the students are always amused, but does it still apply?

I found myself changing my stories so much, even I had trouble believing them. I just knew I had to get back in the classroom, to prove to myself I could do it, and that my stories of learning and children were pertinent.

I saw this pupil visibly wilt before a tirade of teacher language concerning her inability to complete a learning task. When I challenged the teacher about this, her response was "You are out of touch, Hong Kong kids are different from those in the West." I couldn't agree, but realised I really didn't have the first hand experience of the local teaching context. It was time to get some.

So each of us, in his own way came to the same realisations: it was time to go back and refresh our teaching skills; it was time to check that what we were preaching to our preservice teachers was in fact relevant; it was time to experience first hand the modern primary classroom in Hong Kong.

Preparations and initial meetings

Juggling teaching commitments, supervision visits and endless meetings, we embarked on a two week initial "school attachment exercise" at a local primary school in Hong Kong. The school is an established, authentically English-medium boys' primary school focusing its teaching towards entry to a prestigious secondary school of the same name. We discovered that more than 90% of pupils are successful in this and the primary school is therefore highly regarded, with applications for entry far exceeding the number of vacancies. Many pupils enter through the feeder English-medium kindergarten attached to the primary school and sharing some of its facilities. It is probably true to say that most pupils are from the higher socio-economic groups. We estimated the number on roll as approximately 500, taught by about 20 full-time teaching staff, and a significant number of part-time staff, notably involved in the teaching of specific musical instruments. The Principal was concerned to point out that her school is a grant-aided school, not in the private sector, as might have been expected given its links with the more prestigious secondary school. The school has a well-deserved reputation for excellence in music, exemplified during our stay by the quite extraordinarily successful performance of its pupils in the annual Hong Kong Music Festival. This emphasis on music we found a little unnerving. None of us could string two notes together on an instrument, or sing in tune: an inability that became obvious during daily prayers and Friday church services.

As a group we organised a preliminary meeting with the Principal before our attachment. We had a number of objectives in mind. We wanted to get to know the Principal and senior staff. We needed to find out about the school and explain the purpose of the attachment. Most importantly we had to discuss how our involvement in the school could be designed to cause least disruption to the staff, the pupils and the teaching syllabus. This meeting proved most beneficial. We were welcomed by the Principal and Vice-Principal, shown around the school and introduced to teaching and support staff, and with considerable flexibility and initiative on their part an approach to the attachment was developed that suited both their needs and our own.

The initial meeting was followed by several days of classroom observation, attendance at assemblies, church services, extra-curricular activities, gifted and remedial education programmes, etc. This afforded everyone the opportunity to acclimatise to each other—the school to us and us to the school. We familiarised ourselves with the teachers and children, and were thoroughly briefed by

the teachers about syllabus and lesson expectations. This period, although outside the formal attachment period proved beneficial to all concerned. We believe that the rapport thus established laid a firm foundation for our continued relationship with the school and definitely helped in putting everyone's mind at ease about the attachment experience.

So it was, that for the following two weeks, three teacher educators returned to the chalk face. It was back to lesson planning, marking and the melee that is life as a primary school teacher in Hong Kong. We were each assigned classroom teaching mentors who briefed us on the syllabus, shared stories of the children, helped us locate relevant resources, and ensured that we turned up to the correct classroom at the prescribed time. During the first days, memories of our first years of teaching came flooding back. Were we nervous? You bet!

I told my wife I slept well. I lied. I tried, unsuccessfully to convince the others I wasn't apprehensive. They saw through my act.

I stood outside the room waiting for the first-period teacher to finish. She was running over time. I caught a sight of my reflection in the window, and thought, How strange? Here I am, living in Hong Kong, waiting to teach 45 seven year olds all seated in rows, and who had never been taught by a Westerner before. Panic struck. I felt unsure about the lesson content and my language. Would they understand my accent? How could I help them understand? How could I work to the time constraints imposed by a structured syllabus? There were so many differences, and yet at the same time it seemed familiar. I'd been down this path, but it had been some time ago. I'd forgotten what is was really like.

We each taught a full teaching load, but found time to team-teach several lessons. We marked off the lessons in much the same way as convicts record time. But once over the initial jitters, we found ourselves enjoying not only the teaching, but being with the children.

I'd forgotten just how much fun kids can be, and how good it makes you feel when they enjoy the lesson.

What we learned from the experience

School management
The school has a clearly defined management and organisational structure. We were included in daily lunches together with all teaching staff of the school. During these lunches various teaching and management issues were openly discussed. What surprised us were the amount of humour, the use of English by all staff, and the depth of discussion encouraged by the Principal. All staff encouraged us to put marking and planning aside to participate in whole or small group discussions. Staff members at all levels were keen to supply us with artefacts and personal views about the school management and organisational structure. Meeting notes of various school committees were provided and discussed. Staff were clearly supportive of the school organisation and open management style.

Myth: Hong Kong children are different
There are some who would have us believe that Hong Kong or Asian children are different, being more passive and respectful. We argue, and the attachment confirmed this, that all children are unique, and Hong Kong children are no exception. Individually we all experienced children who tested our patience; who required individual attention—academic and social; or who were disinterested in the lesson topics, and therefore acted out. The skills we had developed in countries other than Hong Kong were brought to the fore, and proved effective. We found Hong Kong children to be no different from those in the West, but the teaching arrangements may well not reflect Western-style pedagogy—certainly not current Western views of constructivist practice and belief. This is not a value judgement, but an observation of fact. Clearly, our attachment school adhered to what we would call traditional, formal methods of practice, which resulted in pupil work considered more than satisfactory by staff, parents and pupils. The resulting understandable attitude that prevailed in discussion with the staff was one of "If it ain't broke, don't fix it."

Adapting and adopting teaching methods
Teaching in this Hong Kong primary school proved an enlightening experience. We had jointly decided before the attachment that we would not be missionaries of particular teaching approaches. That is, we would not approach the attachment as a chance to prove whether a particular method could work or not. Rather, we adopted an 'experiential' mindset—we would go in, teach the content as given, adopting as best we could the teaching approach we had observed being used. Our objectives were to experience teaching as we had observed it in the classroom, and to cause the least change in routine or approach as possible. This mindset worked well. As the attachment progressed, and we began to feel more comfortable in the school and with the pupils, we each began to experiment with our own teaching approaches.

The results were particularly interesting. Instead of importing teaching methods wholesale, we adapted them. This caught the eye of the classroom teachers who, monitoring pupil reaction to our lessons, began to ask questions about what we were doing. The result has been beneficial to all concerned. We now have new insight into how methods can be adapted and the teachers have developed a deeper interest in finding out more about alternative strategies that fit the school syllabus. What this indicates is that adopting and adapting teaching methods may be an effective way to inculcate new teaching approaches in the Hong Kong primary classroom.

Future relationships and reflections

During our period of attachment we noted and discussed between ourselves areas in which we felt we might be

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able to assist the school on a longer term basis. We attended an English syllabus committee meeting several weeks after the finish of the formal attachment and outlined several areas which seemed promising. The staff present (including the Principal and Deputy Principal) welcomed our input and commitment to a sustained partnership and are now considering our suggestions. The areas under consideration at present include:

- Resource management
- Library restructuring
- Remedial teaching
- The use of computers in the primary school
- The teaching of writing in the primary school

The level of acceptance of us by the school was reflected in an invitation to accompany the staff on their annual educational exchange tour to Guangzhou, China, to visit two state run primary schools. This we hope will not only provide more opportunities for informal, fruitful interaction with the staff but also may lead to constructive relationships developing with the two schools to be visited. We have not ruled out the possibility of attachment in these schools.

Experience and the attachment exercise

The two-week attachment experience proved refreshing and a valuable source of learning for each of us. However, we are experienced primary school teachers, accustomed to the developmental nature of teaching young learners. Teaching young learners is very different from teaching older—secondary or tertiary level—learners. Concept development, social development, and language skill development are at the fore of primary school teaching everywhere. For secondary teachers to understand and appreciate this, let alone to translate it into meaningful teaching experiences, takes time. A two-week attachment for non-experienced primary school teachers would clearly be insufficient. Those who believe it is, we believe have not spent time in the primary school. As it is, we were just beginning to "warm-up" when our two week attachment finished, and the lure of Institute teaching, teacher supervision visits and meetings drew us back to the Institute. We are each now committed to the benefits of regular school attachment, conducted over a longer period of time, and as such will be working toward this in the ensuing academic year.

As the attachment process looks certain to become formalised within our Institute, we feel strongly that closer attention should be given to the role of prior teaching experience. In Hong Kong it is not unusual to find untrained staff, or secondary teachers, teaching in primary schools. It is also quite normal to have ex-secondary teachers teaching subject content and teaching methods classes to preservice and inservice primary teachers. This has led to complaints by students and the local education community about the relevance of tertiary training by the Institute and University education courses. School attachment would seem to offer a way forward for tertiary educators with little or no experience of primary teaching, and who are needed to teach primary courses. But a longer term attachment would need to be supported by Institution-run course work and workshops prior to the attachment. As experienced primary teachers know, there is much more to teaching primary school pupils effectively than simply being in the classroom.

Conclusion

We firmly believe that school attachment should be required of all academic staff on a regular basis. By all, we mean from the Head of the institution right down the line. Working with young learners can and should be a humbling but valuable learning experience. It is an experience that should be shared by all, no matter what position or status one holds. For us, future teaching at the Institute will be grounded in our collective attachment experiences and continued associations with our attachment school. We have maintained, and the attachment has confirmed our belief, that it is in the interests of all teacher educators to revisit, refresh, and review their current work practices in the light of the current generation of young learners. So, when asked "When were you last in the primary classroom?" we can answer "Just last week actually."

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Teacher Trainers in The USA, The UK, The UAE, Eritrea, Hong Kong and Laos.

PUBLICATIONS RECEIVED

Of special interest or relevance to teacher trainers are:

Action research for educational change by John Elliot (1991) Open University Press ISBN 0-335-09689-1. The book traces the history and current significance of action research in schools as a form of teacher professional development. The author feels that the role of the teacher in the UK is in danger of being de-professionalised and sees action research as a form of creative resistance. Practical and thought-provoking.

Society and the language classroom Ed. Hywel Coleman (1996) CUP ISBN 0-521-49949-6. The purpose of this collection of ten non-universalist contributions is to explore the proposition that behaviour of both teachers and learners in the language classroom can be explained or interpreted with reference to the society outside the classroom. The implications of this view include taking care before judging behaviour that seems inappropriate to the viewer or innovator.

SLA Research and language teaching by Rod Ellis OUP (1997) ISBN 0-19-437215-4. 280pp divided into six parts: Background, Making research accessible, The application of theory, SLA research in the classroom, The teacher as researcher, Conclusion. Four main roles of SLA researchers are set out—"developing relevant theories, conducting their own classroom research, making research accessible to teachers, and facilitating action research" [backcover]. Will be standard reading on MA courses until it is superseded by some other book, probably also written by the prolific Dr Ellis.

A Cognitive approach to language learning by Peter Skehan. OUP. (1998) ISBN 0-19-437217-0. 324 pp. The author argues that a type of task-based learning is the method most in tune with what the elements of cognition which govern second language learning. Chapters: Introduction, The role of memory and lexical learning, Psycholinguistic processes in language use and language learning, Models of language learning, A rationale for task-based learning, Implementing task-based instruction, Processing perspectives on testing, Research into language aptitude, Issues in aptitude theory: exceptional learners and modularity, Learning style, Learners, learning and pedagogy, Conclusion.

Aspects of modern language teaching in Europe Ed. Wolf Gewehr (1998) Routledge. ISBN 0-415-17284-5. Language professionals from four countries pool some of their knowledge on the classroom, grammar, vocabulary, idiom teaching, modern techniques and computer resources. Unusual precisely because it relates to the teaching of other modern languages as well as English, and across Europe.

The 10 natural laws of successful time and life management by Hyrum Smith (1994) Nicholas Brealey ISBN 1-857888-075-7. Although over the top in places (the author suggesting you note down in minutes the length of your phone calls and uses numerous snappy section titles such as "laser thinking" and "crossing the I beam"), this book nevertheless includes good ideas including the one of making sure that what you do everyday reflects the values you hold.

Introducing language awareness by Leo van Lier (1995) Penguin ISBN 0-14-081481-7. Another in this wonderful pocket -sized series, unusual in its approach to LA in that it doesn't pick language apart and poke about with the bits too much but follows it around to see what it does in education, prejudice and other contexts.

New ways of using computers in language teaching Ed T. Boswood (1997) ISBN 0-0-939791-69-2. The first (I think) collection of recipes on word-processing, desk- top publishing, email, working with the web and multi-media machines and concordancing. All recipes clearly marked for level, time, resources but you will have to do your own spadework as many handouts and worksheets are suggested but not provided.

Reconceptualizing teaching practice: self study in teacher education Ed. Mary Lynn Hamilton (1998) Falmer ISBN0-7507—868-9. In 1996 a conference in the UK, sponsored by US and Canadian organisations, encouraged 80 teacher trainers over four days to present and discuss the idea of self- study i.e study of their OWN practices when running courses and collaborating with other trainers. This resultant collection is marred only by the use of terms such as "student" and "teacher" throughout to refer to different professional groups making it difficult to figure out who is being talked about at any particular time.

The feedback game by Peter Gerrickens (1999) Gower ISBN 0-566-08199-7. This simple game is built of 70 "human strength" and 70 "human weakness" cards and designed for the very honest to practice giving and getting feedback. Since its production originally in Dutch, it's been used in prisons, hospitals, retail companies ..so why not EFL teacher training!

500 tips for school improvement by H. Horne & S.Brown (1997) Kogan Page ISBN 0-7494-2230-0. Another in this series of tips books written almost in note form and with lots of bullet points and sub headings and so very easy to dip in and out of. Chapters on managing school improvement, developing skills, training delivery and appraisal.

Models of learning-tools for teaching by B.Joyce et al (1997) Open University Press ISBN 0-335-19990-9. The book introduces an array of models of teaching that have been developed and studied over the last 25 years. Some models have been shown to accelerate rates of learning and also

continued

to bring, within reach of pupils, types of conceptual control and modes of enquiry which have been almost impossible to generate through traditional chalk and talk teaching. Recommended.

Large classes in action by David Cross (1995) Prentice Hall ISBN 0-13-186396-7. The 100 fairly traditional exercises are divided into five sections: language practice, reading, listening, writing, and interactional activities. Each recipe states clearly the level, purpose, preparation and purpose and is manageable in classes up to 120 or so (presumably with a megaphone!). Pair and groupwork is included with plenty of whole class management in between.

Something to draw on by Carol Ross (1999) Jessica Kingsley ISBN 1-85302-363-9. The book shows an art therapy approach to working with children who are underachieving or behaving badly. Not an area to be crashed around in lightly but the book shows examples of productive work by art and non-art therapists.

English spelling by Edward Carney (1997) Routledge ISBN 0-415-16109-6. For those interested in the underlying regularities of the English spelling system as well as the areas of irregularity and reasons for learner difficulties. Includes sections on US and UK spelling, differences in accent, look and sound alikes, names plus a discussion on spelling reform and some practical activities designed probably for native speakers.

Everybody's guide to people watching by A. Wolfgang (1995) Intercultural Press ISBN 1-877864-36-6. Starting from the proposition that people watching is natural, trainable and useful, this slim paperback uses pictures, quizzes, texts and tests to increase reader ability to blend into and understand cross-cultural groups.

The language of poetry by John McRae (1998) Routledge ISBN 0-415-16928-3. Offers poetry students at A- or undergraduate level a hands- on experience of textual analysis focused on a wide range of poems. Useful for teachers who are poetry lovers or who like to use poetry in class since it informs and provides useful exercise types.

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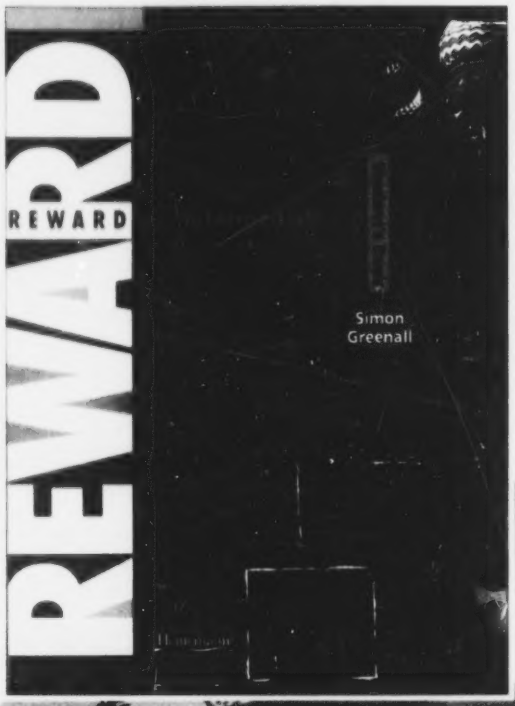

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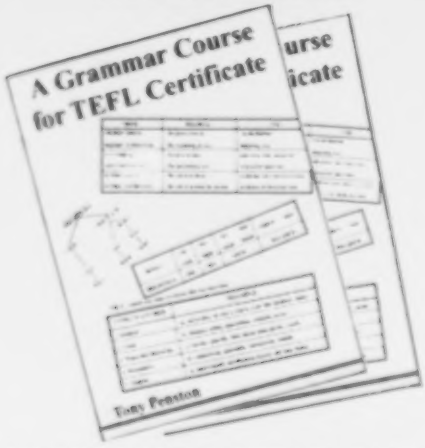

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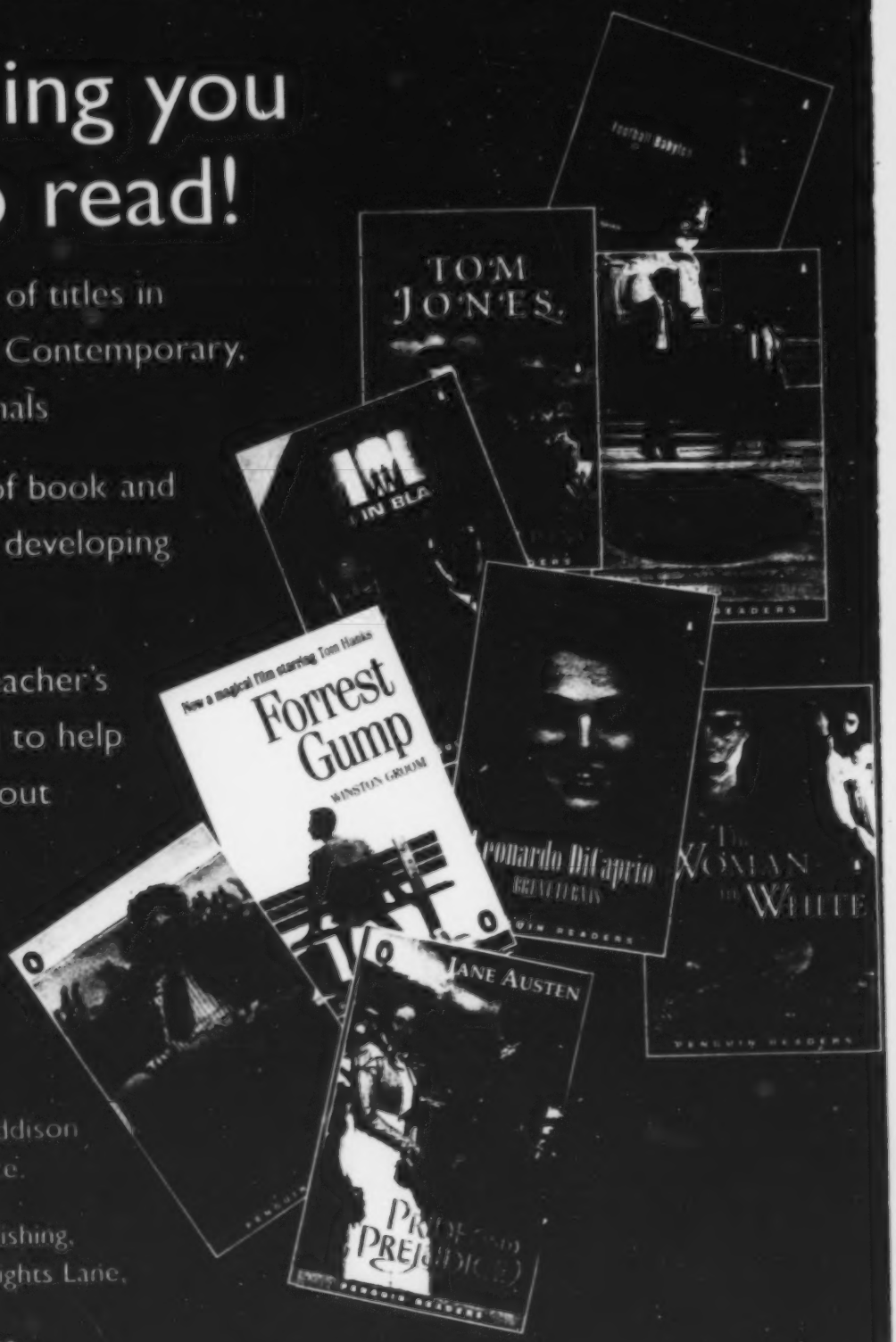

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ABOUT "THE TEACHER TRAINER"

"The Teacher Trainer" is a journal especially for those interested in modern language teacher training. Whether you are a teacher who tends to be asked questions by others in a staffroom, or a Director of Studies with a room of your own, whether you are a course tutor on an exam course, or an inspector going out to schools, this journal is for you. Our aims are to provide a forum for ideas, information and news, to put trainers in touch with each other and to give those involved in teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training.

The journal comes out three times a year and makes use of a variety of formats e.g. article, letter, comment, quotation, cartoon, interview, spoof, haiku ideas. If the idea is good, we'll print it whatever voice you choose to express it in.

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Editorial

Welcome to the third and last issue of 1999. I notice there have been a few conferences lately on the theme of "Humanising language teaching". As I put this issue together, I felt it could really have been called the "Humanising teacher training" issue!

We start with Michaela Pisova's research project (P3) which aimed to find out whether novice teachers really do have the dismal problems with more experienced colleagues that the literature on professional development suggests..and, if so, what we can do about it.

Phil Dexter (P8) then shares with us some activities designed to help trainers listen respectfully and empathetically.

Andrew O'Sullivan (P11) continues the person-centered theme by suggesting a way of working in professional development sessions that recognises the full value of participant experience. The simplicity of his "adopt, adapt, reject" maxim is part of its power.

Richard Watson Todd (P14) helps trainers to avoid making judgemental comments on teaching by advocating the discussion of objective data collected during observed lessons.

Paul Bress (P15) applies Festinger's "Cognitive Dissonance " theory to conflict between and within trainers and trainees on an assessed course.

Kathleen Graves (P20) talks about why she edited "Teachers as course developers". She felt the process of course design had been "idealized, theorized and sanitized into something that made some teachers feel inadequate..."Her own book centres around the voices and experiences of six real teachers.

Fittingly the book review in this issue is of "Psychology for language teachers" (See Alun Rees P21), a book I have gone back to many times for thoughts on aiding learning.

An article separate from the main emergent theme of humanising training is the Language Matters case study (P17). Hugh Cory mulls over the results of pre-teaching vocabulary for a writing task since this was where the lesson he was observing went awry!

We haven't had a Meet a Colleague column for a long time so it's back with an interview from Argentina (P23)

The main body of the text finishes as usual with a swift scan of over thirty books that may interest you professionally and personally (P24).

Let me finish by reminding you that you can save money if you re-subscribe for two or three years rather than for your usual one year!! (See P5 for more information) I hope you enjoy this issue, keep sending in interesting articles and the names and addresses of any friends you think might like to subscribe.

Hope to see you all in the year 2,000!

Tessa Woodward

The Editor

Would you like to send something in to "The Teacher Trainer"?

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We look forward to reading your article!

NOVICE TEACHER IN THE STAFFROOM

Michaela Píšová, University of Pardubice, Institute of Languages and Humanities, the Czech Republic

Abstract:

This article deals with the initial phase of the professional development of teachers, with their induction into schools and occupational culture. The focus is on human relations, particularly on novice teachers relationships with school leadership and colleagues.

The novice teachers perceptions of socialisation processes, behaviour, and attitudes displayed by their participants, are investigated.

Introduction

Democracy, humanistic principles, tolerance and respect for children and their needs — these were the key words for innovative ELTE (English Language Teacher Education) programmes developed in response to radical political and socio-economic changes in the Czech Republic following 1989.

When in 1996 the first graduates entered their posts at schools we were concerned about the success of their professional induction: Are they prepared to face the challenge of classroom work, to make hundreds of decisions, to cope with the unstable and unpredictable classroom environment? Will they be able to build working professional relationships in the staffroom? Have they really developed strategies to ensure personal and professional growth even without the support of the university? What will their reactions be to the pressures of the external environment?

The literature on the professional development of teachers (Hall and Hall, 1988, Humphreys, 1993, and others) isolated poor human relations as a major contributor to stress in teaching. Research results indicate that teachers place a strong emphasis on problems with colleagues (ibid.). They also suggest that traditionally teacher training programmes have not paid sufficient attention to these issues.

Therefore, I decided to carry out a small scale research project aimed at investigating novice teachers' socialisation processes and the effect professional collegial relationships may have on them.

A confrontation of expectations with real life, clashes of ideals and a theory-practice gap are typical of entry to virtually any profession. Teaching, however, is in some respects specific. Lortie (1975) and others note that "one of the striking features of teaching is the abruptness with which full responsibility is assumed". No time and often limited support is provided for entrants to the profession to adapt to their new social roles, to the overwhelming complexity of professional tasks and, not rarely, to a radical change in their personal lives. It is often referred to as the "sink-or-swim" approach to induction (ibid.) which, as Šimoník (1995) points out, may well result in a so-called "reality shock".

This is exacerbated by the fact that in the Czech Republic mentoring systems or any other job-embedded support schemes are, at present, solely in the hands of individual schools. For teachers of English they are virtually non-existent due to a shortage of experienced specialists in the field.

Procedure

The sample of novice teachers under investigation were 32 graduates of a Bachelor ELTE programme at the University of Pardubice who have started teaching English at both primary and secondary schools.

These respondents agreed to report about and reflect on two weeks observation of staffroom life. They were asked to make detailed notes of everyday events and their own immediate emotional and rational reactions to them in diary form. After completing the diary they attempted to analyse and evaluate this experience under headings such as level and frequency of interaction amongst staff, leader availability and approachability, decision-making processes, communication patterns, professional feedback including affirmation, the ability of respondents to state their needs, and general comments on how they cope with the school system.

The next stage of inquiry was conducted through interviews which drew upon content analysis of the respondents' reflective journals. The interviews were semi-structured, lasted from 25 to 50 minutes and all respondents consented to audio-recording. These helped to elicit further information on the issues emerging from the journals and contributed to a greater clarification of concepts.

Furthermore, I had some opportunity to observe collegial relationships in novice teachers' schools, in the staffrooms or offices, mainly during preparation for classroom visits and following debriefing sessions.

Staffroom Experiences of Novice Teachers

Headteachers and leadership

The literature on educational management deals extensively with the issue of leadership. According to West-Burnham's (1995) analysis of leadership tasks,

continued

headteachers are responsible for creating and communicating a vision for the school, thus creating a positive climate based on principles of human resource management (seeing people as an asset) and Total Quality Mmanagement (stressing the importance of integrity in all relationships).

Moreover, novice teachers acknowledge the head's role of a leading professional, expecting at the same time that instructional leadership will respect a certain degree of teacher autonomy (Ball and Goodson,1985). Heads are also expected to "help filter the stresses and pressures of the external environment" (Busher and Saran, 1994) in order to protect vulnerable novices.

To what extent does the Czech context and novice teachers' perceptions differ from theoretical concepts based predominantly on British or American research?

Our respondents' documents describe a wide range of leadership styles, from authoritative/autocratic to democratic or even weak ones. It is interesting that — with the exception of a few mostly formal observations in the novices' classes — instructional leadership is not mentioned at all in connection with headteachers, and the responsibility for quality of teaching is often unclear, sometimes delegated to deputy heads. Heads are perceived as administrators or managers and assessed according to their effectiveness in these roles.

Ten respondents appreciated that they felt protected from the external environment by their leaders:

"I had a conflict with a father after the parent-teacher evening. He was very rude. Fortunately our headmistress knows how to deal with these people. She is quite tough. She defended me; it was probably the first time I felt I belonged to the school."

A balanced proportion of positive and negative comments regarding access to information were made. A deeper investigation revealed that young teachers usually talked about everyday operational matters (substitutions, changes in schedule, trips, etc.). The word *"WE"* was used in description of only five events connected with whole school policy decisions, while the occurance of *"THEY, THEM"* was much more frequent, as well as that of statements such as:

"It is none of my business." "I am too young and inexperienced." "It is not in our competence." "I do not not whether I have any right to come up with suggestions."

Leadership visibility and availability were appreciated and found very helpful by one quarter of the respondents. These novice teachers' summative evaluation of their headteachers' impact on their induction was positive, while fifty percent found it negative or very negative. The rest refrained from assessment and remained neutral.

Colleagues

During the initial phase of socialisation into occupational culture, the young teacher learns by observation and experience the "rules of conduct", discovers the informal hierarchy and hidden agendas. Gender, age and even physical facilities may play an important role.

The first weeks or even months in the staffroom are reported to be periods of confusion and anxiety, sometimes even of interpersonal conflicts or critical incidents (Tickle,1994, and others). Some respondents even report physical symptoms of stress (loss of weight, illness, concentration problems). Collins (1969) relates frequent feelings of isolation and loneliness due partly to the abrupt loss of the novice' s university or college support group.

The pace and level of socialisation are affected by complex relationships among teachers, which, as Humphreys (1993) notes, are only rarely "of healthy, open, cooperative and dynamic nature." His recommendations for improving the staff morale include a high level and frequency of interaction and open supportive communication patterns. Lortie (1975), however, defines "the degree of cooperation as a matter of individual choice"; in his view, "norms among teachers on collegial relationships are permissive rather than mandatory". Similarly, Tickle (1994) believes that classroom autonomy is to some extent reflected in collegial relationships. If these conclusions concerning collegial norms are valid, then in the sense of the etiquette rule "live and let live", entrants are permitted sufficient time and space to adapt, to fit in.

What did the research reveal?

"I was quite afraid the first day. It was a closed circle of complete strangers, I felt like an outsider. I made contacts slowly and carefully, step by step. It took months."

Apparently, the first encounters were perceived as an intimidating experience. The pace of the adaptation processes was affected by factors such as the size of school, age of the colleagues, organisation of the school building and, last but not least, lack of time and work overload.

"It is a large school and people hide in their offices during breaks. I still do not know most other teachers, their names, subjects and classes they teach." (after five months of full-time teaching!)

"It is an old school with a large staffroom. It made my life easier at the beginning, I could listen and learn about my colleagues, and I gradually summed up courage to take part in conversations – small groups at first."

The average period of initial confusion for novice teachers lasted from two to three months; by that time most of them had found either a small group or at least one person to help them solve their problems. The attitudes the respondents had built towards their colleagues may be classified into roughly three groups. Five young teachers identified fully with the staff culture.

"The atmosphere in the staffroom is both social and cooperative; it is a meeting place where people can talk about anything. I feel free to say what I think and feel. If there is any source of dissatisfaction and stress, it does not originate in the staffroom."

Most young teachers reported they have come to terms with the climate and feel reasonably happy now:

"I know now what to expect from colleagues. I respect all of them no matter what they are like – they are here doing their

job and becoming a part of one body." "In every institution with a high level of personal contacts we sometimes have to cope with rivalry, competition, jealousy, etc. You never know what happens once you close the door. I personally get on really well because I am always friendly and try to help."

Seven respondents, however, have deliberately chosen the position of an ousider, of a social outcast:

"At the beginning I felt a great deal of loyalty towards school, then I realised things were different. I do not want to get involved in their power fights – it suits me to be an observer. I have always been an individualist anyway."

"For most people here, teaching is just a job. I do not care about their small talk, I have never been a talkative and sociable person; and they are not interested in talking about professional issues."

The statements also illustrate that the respondents are aware of the extent to which the relationships with colleagues are affected and shaped by their own personality, willingness to adapt and communication skills.

Professional support and affirmation

"The informal rule among teachers is that every teacher is king in his own classroom" (Hargreaves, in Appel, 1995). The literature almost unanimously agrees that, as regards sharing technical knowledge, teachers are left in isolation. There is no doubt that this sacred privacy of the classroom increases anxiety during the demanding early months. The impact of unpredictability of teaching situations is further strengthened by uncertainties "inherent in difficulties in assessing the quality of teacher's work" (Appel, 1995).

For most novice teachers this "splendid isolation" is ambivalent: they do not feel threatened while learning by trial and error but, on the other hand, the success of experiential learning processes is constrained by lack of feedback and scarcity of relevant sources of information (Appel,1995, Collins,1969, Tickle,1994). If advice is sought in the staffroom, young teachers soon find out that open discussions of professional difficulties are taboo. The reasons are partly fear of being considered (or suggesting that someone is) incompetent, partly the highly subjective character of "the tricks of trade" and lack of a shared technical jargon (Huberman,1993).

There are certainly not many extrinsic rewards in young teachers' work. Intrinsic rewards, then, represent an essential prerequisite for positive self-esteem. Taking into account the frequent lack of clear criteria for a functioning teacher appraisal system, informal verbal or non-verbal signals of affirmation from others, i.e colleagues and leadership, are often the main psychic rewards for a novice teacher.

Lack of constructive feedback on professional issues was considered to be the most stressful phenomenon in their induction by more that ninety percent of the respondents. With only two exceptions there was no structured support, no mentor (*"I am the only qualified teacher of English"*) or only an informal one (*"You can ask him/her if you need something"*).

continued ⟶

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Three quarters of the respondents were formally observed by deputy heads, occasionally by headteachers, at least twice during the first year. As the superiors were not specialists in the field of ELT, the debriefing sessions – if held at all – have not facilitated professional learning.

"I am sorry, I do not want to spy on you, but I had to come – the inspection may inquire about the observation. The lesson was OK."

A comment like that certainly provided a clear cue as to what the general attitude towards sharing technical knowledge was like; the novices could hardly feel encouraged to initiate peer observation. Due to such attitudes none of our novice teachers visited a colleague s class, nor was observed by a colleague.

A few of the respondents learned to appreciate the imposed autonomy, but the majority craved reassurance:

"There are absolutely no class visits. The teachers are free to organise their lessons the way they consider to be the best. I would say, it enables us to experiment and then elicit feedback from the students."

"I had to solve my problems myself. I think my superiors expected me to do so. Simply I was thrown into water and all the things relating to teaching were left to me to organise them the way I wanted. I must admit I did not mind this attitude – it was a challenge."

"I wish someone came and told me what was OK and what was wrong. What really matters, though, is whether I am in the classroom, whether there is no noise, and whether the register book is properly filled in."

A very perceptive comment by one of the respondents concerned respect for novices work:

"I think that by paying no attention to what I am doing they want to show me they respect me as an equal."

Though the novices did not receive much affirmation, only five of them experienced open hints of disrespect from their colleagues or the headmaster. It was their own uncertainty and lack of feedback, that increased their emotional strain:

"How could they respect me fully – I am too young and inexperienced. There are no rewards, no punishment, no interest; I do not even know whether they will want me here next year."

Only one of the respondents worked at a school which operated a full appraisal system based on clear, publicly announced and negotiated criteria.

Communication skills

Novice teachers are active agents: their social skills, beliefs, attitudes are displayed in interactive processes of building relationships with colleagues. Collins (1969) points out that "part of the staffroom problem is their own personal problem".

Even though six of the respondents believed they were able to state their opinion in encounters with the school leadership and colleagues clearly and directly, they feared their behaviour was aggressive rather than assertive. Two of them actually managed to refuse obligations they strongly disagreed with (teaching subjects they were not qualified for).

More than half of the respondents admitted that some of the previously mentioned problems were caused by their own ineffective communication skills. They hardly ever spoke at staff meetings, and even in a small group they tended to be very cautious. Moreover, their communication patterns were usually defensive, since the issues that eventually made them speak were most often of a negative character.

"I have been raised to accept what the authorities say. That is why I have been accepting things without saying my opinion. I have tried this year – not very successfully. I think my problem – it is just lack of confidence."

"In critical situations I don't know what to do. I usually have good ideas when everything is over."

Coping with the system

Individual novice teachers will cope with the pressures of initiation into teaching in different ways. Humphreys (1993), for example, distinguishes conforming and confronting coping. The investigation of coping strategies was a sad part of my research, due to the fact that more than three quarters of the respondents admitted they had been considering leaving teaching, or at least changing their school. Eight young teachers, i.e. one quarter of the sample under investigation, have made a definite decision and will have terminated their contracts by the end of this school year. All of them related the decision to the school culture, school management, or work conditions:

"We can hardly do anything about it, thus the only way seems to be, to leave. I have not given up yet but such conditions may discourage both young and experienced teachers from being engaged in this school."

"I like teaching, get along well with children, but I am happier when I am out of their (staff) fights."

" I am leaving education. I believe things cannot be different in state schools. Eventually even children accept the traditional system and you cannot work with them the way you would like to. I might try some alternative school in the future, but now I am fed up."

Only five novices have fully conformed to the school culture. The rest confessed to various forms of internal revolt, though they have not openly confronted the system.

Conclusion

What are the most tangible outcomes of the research? Being aware of what the philosophers might call "the hermeneutic circle", i.e. differences in perceptions shaped by previous experience, expectations and intentions, I believe that the results may suggest improvements in ELTE programmes. Therefore, the conclusion attempts to summarise the most pressing problems perceived by the entrants to the profession.

The pre-entry phase of induction does not receive any attention at universities in the Czech Republic. The novice teachers' awareness of the legislation concerning their rights and duties is very low. The importance of pre-entry provision of information is seriously underestimated also by the young teachers' future employers, the schools.

The level of initial anxiety increases with the size of school, gender and age differences. Even in a friendly and supportive staff atmosphere the adaptation processes were stressful. The literature (Zehm and Kottler,1993, Humphreys,1993 and others) suggests that stress reduction techniques should be included into the programmes of professional development of teachers.

The respondents admitted that part of their physical and emotional strains was directly linked to low self-awareness. Qualities such as empathy, ability to listen to others, unconditional support, counselling skills (Hall and Hall, 1988, Kerry and Shelton Mayes,1995, and others) are essential prerequisites for creating good relationships both in the classroom and in the staffroom. A low degree of self-awareness inevitably leads to a low professional self-concept, which constrains the success of the induction processes. Teacher training curricula should pay more attention to raising the trainees' self-esteem. Moreover, as novice teachers themselves suggested, they would benefit substantially from previous cultivation of their social and communication skills, and assertiveness training.

Novice teachers' attitudes towards leadership and participation in decision-making processes see the headteacher' s main role as ensuring good conditions and a peaceful environment so that the teachers may do their work.

The entrants into teaching usually related decision making to their classroom work. Much has been written about classroom autonomy and teacher independence; it was certainly perceived more as painful isolation by the respondents.

Our universities have no power and no instruments to initiate the development of a proper mentoring scheme during the induction period of novice teachers. We have been, so far, at least offering workshops and seminars aimed at the development of reflective practice and of mentoring skills for teachers of English from the region. In the turbulent environment of economic transformation in the Czech Republic, the horizon for establishing a functioning mentoring scheme within the framework of the system of education seems , at present, rather distant.

Another general systemic failure, in my opinion, is the lack of teacher appraisal and assessment of the quality of teaching. Since 1989 attempts have been made to achieve a diversification and a liberalisation of our system of education. The steps taken so far have included external reforms (legislature, network of schools , etc.), but have failed to formulate a new educational policy based on a redefinition of educational aims and restructuring the content. I strongly believe, that the teacher is the driving force of change. Subsequently, unless the change is clearly formulated, shared and internalised by teachers, any imposed measures cannot be effective.

The period of induction into teaching is critical for the further professional development of teachers, for their future careers. The conclusions drawn from my research seem to prove that our teacher training curricula fail to address all the respondents' needs. The consequences for the profession are significant: the schools have lost eight promising young teachers, the professional performance of the majority of the remaining ones is affected by their emotional and physical strains.

In conclusion, let me use one more quotation which has encouraged me to believe that the research has been appreciated also by the novice teachers:

"The fact that I had to reflect, verbalise my feelings, and formulate my problems for a sympathetic ear, helped me see things from a different perspective and actually solve some of them."

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Is anybody listening to me?

Phil Dexter, British Council, Banská Bystrica, Slovakia

> ***"Would you tell me, please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the cat..... "I don't much care where...." said Alice. "Then it doesn't matter which way you go," said the cat. Alice in Wonderland, Lewis Carroll (in O'Conner and Seymour 1990)***

As teacher trainers, whether we are working in a pre-service or in an in-service training context, it is generally understood that 'listening to our trainees' is one of the important skills we need. However, do we really understand what we mean by 'listening to someone else'? What exactly are we listening to and what are we listening for?

When we listen what do we hear? We hear the words that people say. We hear the ideas expressed in those words. We also hear the feelings associated with those words. We may hear many other things, too. The question is – whose words, ideas and feelings do we REALLY hear. When we hold a feedback session do we always really listen to what our trainees are saying about *their own* experience in the classroom or do we 'reframe' (i.e. distort) their thoughts to make them conform to *our own* experience? To what extent do the power relations between trainer and trainee affect the way that we listen?

One question I have often asked myself is: is it possible to really 'put yourself in someone else's thoughts'? Possibly not, but it *is* realistic to try. I would like to share with readers of 'The Teacher Trainer' some of the activities I have used in seminars and workshops with trainees in Bulgaria, the Czech Republic and Slovakia over the last few years. These were designed to see if it is possible to listen to other people from *their* point of view.

The approach I have taken has been *process oriented* rather than *content orientated* (see Woodward 1991 and 1992). The trainees had total ownership of the content. I had no idea what they would talk about and only provided a framework which I hoped would help them articulate issues that were important for *them*. From September 1996 – June 1997 all these activities were tried out and refined with a group of Slovak teacher trainers on a trainer training course I was leading. The ideas have been largely drawn from Edge (1992) and O'Conner and Seymour (1990) – two books which have particularly influenced my thinking.

1. What we do well and what we can do better

This activity is done first individually and then in pairs. Everyone writes down two or three things they feel they can do well in their teaching and two or three things that they would like to do better. They then focus on one of each.

When they are ready they form pairs and each person talks to their partner about one thing that they can do well or like doing in the classroom and one thing that they would like to do better. They describe *exactly* how they do it and suggest *why* they think something works or not. The other person listens and learns *what* is successful for the first person and *why* this seems to be so. Similarly, they find out what is not so successful and what the person would like to do better. Both the pairs then ask each other questions and discuss. A whole group session can then follow with everyone offering each other advice. A worksheet (based on Vouillemin 1994) for this might look something like the following:-

> ***What we do well and what we can do better***
> List two or three things you do in the classroom that you feel you can do quite well. It could be, something to do with classroom management, teaching listening, using a dialogue or a song, using the course book, – anything you consider to be important..
>
> 1.....
>
> 2.....
>
> 3.....
>
> Write another two or three things that you would like to be able to do better.
>
> 1.....
>
> 2.....
>
> 3.....
>
> *With a partner discuss some or all of the following the following:-*
>
> What would your partner like to be able to do better that you can already do well? What would you like to do better that your partner can already do well? Focus on one "thing" each and find out what it is that you actually DO. It might be helpful to consider the following:-
>
> - what you do that helps you to do things "well"?
> - what does your partner do to get good results?
> - how does s/he know s/he is getting good results?
> - what s/he do that you don't do?
>
> **What's the difference that makes the difference?**

Rationale and comments

In post-lesson discussions it is often very easy to talk about what happens in lessons – *any* lessons. This activity involves listening to what teachers *actually do* in the classroom and goes beyond talking in general terms about teaching. It is very personal and seems to be a useful technique for listening and learning *from each other*. There is no gap between a 'knower' and a 'learner', except in

that both are more successful at something different than their partner. They are also sharing an experience even if they deal with that experience differently. In order to do this activity you really need to listen to the other person. I have found that it is quite important to ask participants in such sessions to decide who they would like to work with, given the personal nature of the discussion. On the other hand, it is often helpful to the discussion if you don't know the person you are talking to. The listener has to really focus on the *content* of what is being said without having too much knowledge of the *context*. The final comment – "What's the difference that makes the difference" is quite important. Often there is a very small difference between what is successful and what is unsuccessful. Finding out what, why and how this happens can be fascinating. This activity can take some time to 'warm up'. For the first few minutes some pairs are not sure what to say to each other. It is important to let the discussion flow naturally. Once it gets going it is difficult to stop as the pairs begin to really share personal experiences.

2. Dealing with what is difficult

This is a variation of the first activity but this time we are only focusing on the difficult or the 'negative' things in our teaching. Once again this activity is done individually and in pairs. A worksheet (based on O'Conner and Seymour 1990) might look like this:

Understanding your self – changing what you don't like

Sometimes it is important to focus only on what you perceive to be a weakness in your teaching. Try the following activity and see if you can begin to change what you do.

1) Identify something in your teaching that you find difficult, avoid when you can or don't spend much time on. This can be anything – pronunciation, working in groups etc.

2) Think about this for a few minutes. *You may wish to close your eyes if this will help you concentrate.* It may help you if you focus on what you think this difficulty really is, why does it occur? what really stops you doing this effectively? What do you think are the first steps you could take to change this?

3) *With a partner* – ask him/her if s/he ever had similar attitudes or feelings to doing something. What exactly were the those attitudes or feelings? Why did they occur? How did s/he cope and respond to the attitude/feeling? What EXACTLY did s/he do?

4) How do you think you could deal with applying your partner's solution? Is this appropriate for you? If not, is there *anything* in your partner's experience that is valid for you?

5) Now think in a little more detail about what you need to do to challenge, confront, and change this 'difficult' area for you. How are you going to 'deal' with this in future? Write down the steps that you will take.

6) Go back to your partner and discuss your 'difficult area action plan'. What suggestions or advice does s/he have for you? Do you want to accept what s/he says or not? What will you accept and what will you reject?

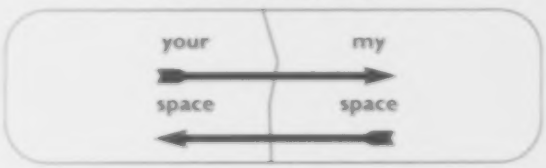
Rationale and comments

In training sessions we usually like to focus on the positive. This is especially so in Central and Eastern Europe where historically 'feedback' has mostly been about finding the negative in the teaching situation. Anything was considered worth commenting on as long as it was negative. However, weaknesses *are* important and being able to confront them in a constructive manner is essential for professional development. This involves learning from our own and others' experience and relating 'feedback' to not only *what* happened in a lesson but our *attitudes* and *feelings* about what happened. I have found that this 'step by step' approach to identifying and attempting to solve problems is really quite effective. Initially, this activity is considered a bit 'weird' but the pairs really do 'get to the heart of the matter' and the activity helps them to focus on really important personal and professional issues. It takes some working at however and there has to be real trust between the people working together.

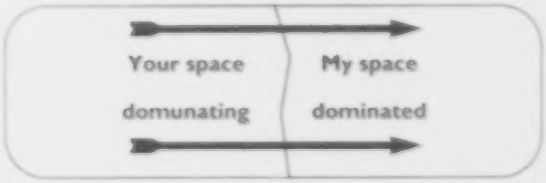
3. Understanding you from your perspective

Before going into the activity, hold a whole group discussion on the nature of conversation and the power relations that exist between most speakers. These are often based on very unequal relations. This could be illustrated (based on Edge 1992) by the following:-

An ideal conversation



The 'usual' situation



continued

In an ideal world, we would hope that the 'ideal situation' would prevail but alas it more often like the 'usual situation'. This is even more so in 'feedback' situations where the trainer has most of the knowledge, experience, confidence and, therefore, power. The issue is – how can we shift the power relations from the 'usual situation' to be *more* like the 'ideal situation'?

In this activity the aim is to really explore ways of listening empathetically and ways of trying to understand a problem from somebody else's point of view. In groups of three each person takes a different role. A is the speaker and talks about a problem – personal or professional. B is the understander who listens to the problem and offers advice in any way s/he can. C is the listener who focuses on how *effective* the understander was in (a) really understanding and (b) in giving advice that the speaker *really* wanted. C plays no active part in the discussion but gives feedback to B on his/her response to A's problem. The roles are then changed dealing with different problems.

Rationale and comments

For this to be effective the understander really has to listen to what the speaker is saying from the speaker's point of view. This is really difficult and we usually find that while the understander tries to be empathetic s/he often ends up giving prescriptive advice or advice that does not really address the problem that the speaker has.

The understander usually turns the problem round and gives advice from his/her perspective. It is very difficult to understand someone else's perspective!

I use the term listener rather than observer used by Edge. This is because the word observer often has a particular value attached to it – as in observer of a lesson – which I would like to avoid. Observer can also imply an inactive role which in this case it clearly is not. The listener's role is to identify the gap between what the speaker means and how the understander interprets it. In practise the listener is also caught up in the mechanism of accepting the understander's interpretation. In one workshop that I participated in as the understander, the feedback I received from the listener was that I was very good at listening to the speaker – I didn't say anything until I thought I was sure about what the problem was, I asked what was considered to be 'meaningful' questions, I made eye contact and other supportive body movements etc. I really did try as Edge states " to make as much space as possible for the speaker". However, when I did offer 'advice' it was on *my terms*. I reframed the problem, talking about what *I* would do. With the best intentions I actually did not address the speaker's problem in the way that she wanted it to be addressed.

It is in the discussions that follow this activity that the discrepancies begin to be clarified and awareness begins to be sharpened about the way we listen to others. Edge says that in order for this activity to 'work' it is important that there is *respect, empathy* and *honesty* between those engaged in it. I agree with this entirely, however, in the context I work in I have found that it is not always clear what this means in practice. My experience is that the activity itself can clarify this to some extent.

In other words, *respect, empathy* and *honesty* can be built up gradually through **doing** this type of activity.

4. The three roles

This activity is based on the NLP "Disney Strategy". In groups of three, each person takes a different role. A is the *dreamer* who thinks about something s/he would like to do – write a book, travel round the world etc. B is the *critic* who considers what problems might be encountered in doing the intended action and C is the *constructive realist* who tries to accommodate the *dreamer* and the *critic*. Each person takes a different role in turn. A worksheet for this activity could be as follows:

> ***Working in groups of three decide who is to be the 'dreamer', the 'realist' and 'the critic'***
>
> A) You are the dreamer. Think of something that you would like to do in your teaching career that you have not been able to do or had the opportunity to date. THINK BIG!! It might be to organise a conference, write a book, be a plenary speaker at an IATEFL conference etc. Anything is possible. Outline your idea to the others. What will it feel, look and possibly even sound like? Why is this so important to you? Let your imagination run free – you can do whatever you want.
>
> B) You are the critic Do you think that the dreamer's idea is practical? What are the obstacles that the dreamer may encounter? What problems might the dreamer have in trying to realise this dream? It is important not to criticise the dreamer, but only the dream.
>
> C) You are the realist Think about A's dream. Consider the arguments that the critic put forward. Bearing these in mind, think of practical steps that the dreamer can take towards her/his goal. Finally, it might be nice to share your dreams with the others in the group. Think of a way to do this. Any format is possible, but it should show how the outcome has been influenced by all three positions – the 'dreamer', the 'critic' and the 'realist'. You may decide to do this in the form of a poster.

Rationale and comments

This activity is based on the way Disney actually approached his own projects (see O'Conner and Seymour 1990). It is usually done by the individual putting themself in each position – this is often done physically by stepping in and out of each position before reaching a workable solution to problems. However, doing this in three's seems to be a good technique for listening and advising. As already stated, what is important is that the critic is not so much a critic of the dreamer as a critic of the plan. It is not intended that the critic should be negative but that the three positions come together to find a workable solution. Once again this is not easy when first tried. Critics are often too critical or the borderline between the critic and the realist is not clear (this may have something to do with our approach to 'reality'!).

However, as with the other activities, with practice it can develop into a fascinating three way exchange with some ***real*** understanding of problems and *real* advice being given to the dreamer.

"Alice laughed. There's no use trying" she said. "One can't believe impossible things" "I dare say you haven't had much practice" said the queen. " When I was your age, I always did it for half an hour a day". "Why, sometimes I've believed as many as six impossible things before Breakfast"

Alice in Wonderland, Lewis Carrol (in O'Conner and Seymour 1990)

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PROCESS OPTIONS

The AAR Technique in Teacher Development

Andrew O'Sullivan, Malaysia

Background

Teacher training and development is an important area of modern education. The general move from a didactic philosophy and practice to more participatory models in education has presented considerable challenges to all the actors involved in the field, not least to the teacher trainers and facilitators.

In the more specific orbit of English Language Teaching (ELT) this challenge has been just as apparent. The rise of methodologies, trends, and approaches which are new or refashioned in some sense have presented formidable tasks for trainers with a premium placed on the transference or upgrading of skills, knowledge and attitudes. New directions have created pressures from "above " and "below'. Administration and management demand the implementation of new precepts in the classroom. From teachers come demands to "show us how it [the new precept] works", and even more directly: "convince us it does work!" The broad move towards a communicative, learner-centred paradigm is a good example of a new received wisdom; an innovation which has gained currency and legitimization recently. Some might argue the new model has achieved the status of orthodoxy. Emerging roles for information and multi-media technology in ELT are another poser for training involving the skill enabling of both new and serving teachers.

So trainers act as perceived "agents of change" and in this role they are fully cognizant of the continuum of reaction to change along which trainee/participant reactions may range. Receptiveness and desire for change represent one end with fear and resistance at the other. Many recipients of training or development work will experience a mixture of reactions from different points along the change reaction continuum. For example consider a not untypical reaction to new technology. This response combines a strong recognition of a need to "keep up", to upgrade knowledge and acquire skills along with a feeling of unease, of threat, a perception of an assault on the very concept of 'teacher' even.

In the area of INSET and staff development resistance can be reinforced given the often broad range of professional experience, insight and conviction experienced teaching practitioners bring to training/development sessions. It is advisable for every trainer's lore therefore to recognise that the experience and know-how brought by participants is valid and valuable. A widely proposed general aim for professional development or INSET would seem to be that participants should attempt to develop a principled, reflective approach to professional action (i.e.

continued →

their own professional action) or to help teachers move from beliefs to evolved theory about their own professional practice (Brown 1990). The trainer tries to help participants "...bring their implicit theories and underlying principles out into the open, to challenge them, and to facilitate change." (Kontra 1997: 243). This awareness raising, asking teachers to reflect on what has become "ritual" in an effort to elicit something more principled, has become something of a 'leitmotif' in teacher development (Maingay 1988) as trainers try to come to terms with the role of facilitator replacing the traditional role of expert or authority. More collaborative and reflective processes are judged more appropriate for the wider and more long-term concerns of professional development as opposed to the more direct and immediate needs of initial training (Freeman 1982).

The AAR Maxim

In the light of this "praxis" I have been developing an approach to professional development sessions over the years. The approach to be outlined was first suggested and demonstrated to me by my colleague and mentor at the Teacher Development Unit of the International Islamic University, Eric Roslee. He has developed his "Adopt, Adapt, Reject" (AAR) maxim in a very informal and "rule of thumb" fashion over many years of training and development experience. This is a result of having found the need among participants to be convinced somehow of the efficacy of an initiative if they are to ever employ it anyway effectively. I have tried to elaborate this AAR adage into a more systematic approach to training sessions to try and allow the creation of a 'non-threatening' context for the presentation of ways of doing things with empowering response potential for participants. The approach also allows for full recognition of the value of participant experience and for the exploitation of that experience through the reflective process. At a very basic level the approach involves the participants in professional development activities where they are presented with a new or suggested teaching strategy, technique or way of doing something. They then have the opportunity to evaluate that offering along a very simple scale: **adopt** the initiative wholesale; **adapt** the initiative in some way to whatever extent necessary; or **reject** the thing outright as unsuitable or unworkable. The rider is that their choice of response is backed with a justification.

Apparent simplicity does not prevent the AAR procedure from serving as a powerful tool. Its practical application can serve as the foundation for a series of developed responses to proposed new ways or reformulations of professional practice.

Practical Application

Let me offer a brief description of an AAR training experience. A tertiary level college hosted a two-day workshop that aimed at helping develop the pedagogic skills of its teachers who were subject specialists in a variety of disciplines. Many of the teachers had considerable teaching experience and professional/vocational experience related to their field, but few had any significant formal training in pedagogy. The group attending the workshop was made up of about 25 people with a roughly even gender mix. The college management had indicated that it saw the participants' common teaching practice as a "transmission mode" with teachers' expert knowledge "poured" into students. In the light of this I was asked to prepare a training input that was to focus on ways of helping teachers engage their students more actively in the learning process.

The actual session I refer to was entitled: "On ways of exploiting the lecture mode for pedagogic ends". (See Note below).

The procedure for the session was as follows:

Participants divided into "buzz groups" (4-6 members);
The facilitator presented a series of short examples and descriptions of various techniques for exploiting the traditional 'lecture mode ' of teaching 'delivery' (The broad objective common to each presented technique was to enhance and maximise student participation/involvement in lectures);

The buzz groups were given a short, specified time period between technique presentations to evaluate and comment on each choosing an Adopt, Adapt or Reject response;

Each group had a "secretary " who used a provided form to record the group's comments and/or questions about each technique;

The whole session in itself was an exemplification of the 'buzz group' technique of lecturing (Woodward 1992) and participants were asked to evaluate that too on the AAR scale;

Group evaluation had to be justified with reasons and explanations in the case of each technique;

General plenary feedback and discussion took place with each group's reactions and observations on each technique solicited.

In the rationalization of group choices and the general feedback a lot of explicit critical insight was given, discussed and obtained as teachers attempted to frame their choices and decisions in the light of some sort of principled justifications. (In this particular scenario, the session was following on from earlier inputs on some basic educational psychology and pedagogy and so tied in to that contribution quite neatly). Unanimity among the members of groups and among the groups was rare. Reactions to the suggested techniques very often appeared to vary along the lines of academic discipline and programme. Expected reactions ranged from "That would never work with my students" to "I'll try that out with my group" to "That might work if we added/dropped/changed this". Interestingly, some participants were able to report "I do that in my classes" or "I've done something similar with my students" and thus able to report on the efficacy of a technique or its potential advantages or pitfalls. Participants were urged to trial the various techniques highlighted in their lectures and to see in the light of practical implementation how their initial rating as A, A or R stood. Perhaps it would need to be to be rethought or recategorised in some cases. Or indeed it might just be confirmed. The decision making power was in the hands of participants.

Discussion

Indeed, the simple canon behind the AAR principle is empowerment. The participants are offered the choice of adopting, adapting or rejecting the initiative. This serves to help remove the sense of threat that can pervade training and development sessions. The requirement for justifying a response helps to ensure some basis for critical discussion and evaluation.

AAR can not overcome the problem of outright "rejection" of an initiative of course. Focussing on an adaptive response could ameliorate this problem and offer an avenue for resolving such a difficulty. The provision for the articulation of response justification allows for the development of reflective, principled and thus eloquent staff feedback that may persuade management to be accommodating in their demands for implementing a new initiative. The 'R' response could always entail a proviso that an alternative must be provided. This is not meant to be an imposition, rather to serve to ensure the 'R' response is made in good faith not merely as an easy 'cop out'.

The requirement for trialling is critical. The practical testing of a new or suggested technique or strategy in the practitioner's classroom serves to verify the initial justification. It also allows for further insight in the light of observation and feedback from the reality of the 'chalk-face'.

Proposed Procedure

A proposed procedure for an AAR process (see diagram below) would be as follows:

1 The trainer/facilitator (does not necessarily have to be the trainer, it could be a participant or a 'guest' presenter) presents a new classroom procedure, idea, initiative etc. The presentation style is totally up to the presenter and what they are comfortable with.
2 The participants react and evaluate on the AAR scale. Again the mode of participant response and organization is open.
3 Participants in their roles as teachers trial the technique in their classroom. Informal peer observation might be very useful here as a means of reportage on the implementation and effect of the technique.
4 Participants again evaluate the technique on the AAR scale, but of course the reevaluation is now done in the light of a practical encounter.
5 The final stage should be plenary discussion in the light of every participant's reassessment and the final decision and justification.

The model is not very rigorous in design so as to encourage flexibility and tailoring. The Adopt, Adapt, Reject procedure offers much to the various actors involved in professional development and serves as a useful part of any trainer/facilitator's repertoire.

NOTE:
For the session outlined above the following techniques for "exploiting the lecture mode" were presented:
1 Using stories, anecdotes, parables, tales etc. in a lecture.
2 The Curran style lecture.
3 Techniques for exploiting handouts more effectively.
4 Interactive-interrupted lecture.
5 Mini-lectures by students/participants.
6 Buzz groups

The sources for these and a lot more great ideas are indicated in the reference list by asterisks (*).

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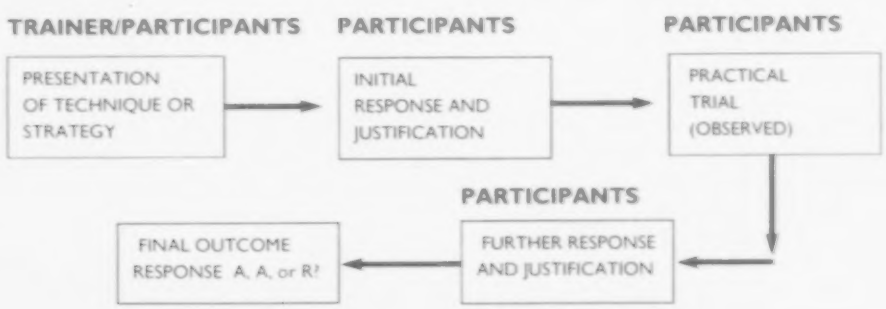

OBSERVATION AND FEEDBACK

Using classroom data as the basis for feedback sessions

by Richard Watson Todd, Thailand

Introduction

Judging by the number of suggestions made in the literature, giving feedback after teaching is a problematic area. This may be especially true for feedback on micro-teaching where the feedback is given by the teacher's peers and in public. Free-for-all feedback sessions with each participant following her own agenda and giving subjective, impressionistic feedback can cause the teacher to lose face. Even if participants are asked to criticise teaching techniques rather than individuals (see Edge, 1984), the feedback comments are still often judgmental and evaluative (e.g., "I think it would be better if..."). Instead of this, feedback, while still not criticising individuals, should be based on objective data (Raz, 1992).

Another problem with feedback sessions is how to link them to other parts of the course. Ideally, the feedback session should be derived from teaching and observation of teaching and should provide a link between theory and practice. The feedback session runs the risk of falling into only one of the theory and practice camps. It may focus solely on the teaching by treating the teaching in isolation without any reference to theory, or the trainer may give long explanations highlighting the theory to such an extent that the teaching experience fades into oblivion. As with most things in teaching and training, a balance must be reached, and I will now describe one effort at achieving this balance.

Micro-teaching and observation

The situation is a Master's degree in TEFL at King Mongkut's Institute of Technology Thonburi, in Thailand. In the second semester of the four-semester programme, the participants are asked to teach a real class of students for 50 minutes as their micro-teaching in preparation for their teaching practicum. Before the micro-teaching, they are asked to select one area (e.g., questioning, teacher language, interaction patterns) that they would like to be observed on. The observers, two or three trainers and the non-teaching participants, then try to collect objective data on the area selected. I have found that many of the observation sheets in Wajnryb (1992) can be adapted for this purpose.

After the teaching, the objective data can be tidied up and collated, pertinent points selected, and awareness raising questions added. The objective data from all observers can be summarised in this way. A discussion sheet consisting of objective data from the micro-teaching together with discussion questions can then be made and this can be used as the focus of discussion in the feedback session. Some examples of data and questions are given in the appendix.

Giving feedback

The feedback session, then, involves group discussion of the data and questions on the discussion sheet. In this way, all the participants are following the same agenda and the feedback discussion focuses on the data derived from the teaching and not on the individual teacher directly. In an informal evaluation of this method of feedback, participants, including the teacher, have stated that they feel they are citicising the data not the teacher. In addition, it has been noticeable that the number of judgmental, evaluative comments decreases with each feedback session through the semester. In this way, the teacher's face is less threatened.

The participants also see a very clear link between theory and practice. The practice is represented as data which illustrate certain aspects of theory. For instance, the first example in the appendix provides the participants with an illustration of the usefulness of the framework set up by Sinclair and Coulthard (1975) for analysing classroom discourse. This is then discussed both from the viewpoint of theory and with regard to the present micro-teaching and future practice. In doing this, participants learn about both theory and practice, have an opportunity to use and improve cognitive skills such as analysis, and experience the process of action research. In addition, the teachers get a useful record of their micro-teaching.

Conclusion

There is nothing particularly new about this method of giving feedback. Indeed, it bears a resemblance to suggestions 'c' in Woodward (1992:133). (Many of Woodward's other tasks serve the same ends). Using objective feedback sessions does not have to be restricted to feedback on micro-teaching—I have used it successfully for one-to-one supervisions of the teaching practicum—and should not be used to the exclusion of all other methods. It does provide an alternative method of giving feedback with many benefits. The main disadvantage is the time and effort needed to construct the discussion sheet. If delayed feedback is possible, I feel that the time and effort devoted to this are worthwhile and that there are many advantages of using this method for participants, both as teachers and observers.

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Appendix

1 Feedback on teacher-student interaction.
Do you have any comments on the following pattern of discourse observed in the micro-teaching?

TFr—TI—SR—TI—SR—TF—TI—TI—SR—TF—TI—TR—TI—TI—TR—TI—TI—TI—SR—TF—TI—TR—TI—SR—TI—SR—TF
(T= teacher, S= student, Fr= framing move, I= initiating, R= responding, F= follow up)
Note: This follows the framework set up by Sinclair and Coulthard (1975).

2 Feedback on teacher board use.
In the lesson, the teacher wrote pliers, trim and terminal on the board, but spelt out unscrew and cover orally. Why do you think she did this?

3 Feedback on non-verbal language
The teacher used no vocal, non-verbal language (e.g., Mmm, errr). Any comments?

4 Feedback on teacher language
The teacher used English at all times, except when she gave instructions about handing in the questionnaire. Why do you think she used Thai for this?

5 Feedback on instructions
Please comment on the following information concerning directives used in the micro-teaching.
Total number of directives 13
Number of imperatives 7
Number of interrogatives 0
*Number of declaratives 6**
**Four of the declaratives took the form "I will let you..."*

6 Feedback on timing
Look at the following times of events in the lesson. What are the strengths and weaknesses and how might you feel if you were a student?
8:57:00 Teacher: "I will give you 15 minutes to finish."
8:58:00 Game starts.
9:04:00 Teacher: "5 minutes remaining."
9:07:00 Teacher: "3 minutes remaining."
9:09:00 Teacher: "1 minute remaining."
9:09:00 Teacher: "The time is finished."

Cognitive Dissonance on Assessed Training Courses

Paul Bress, UK

Background

It's an all too common experience. A struggling trainee teacher on an assessed pre-service training course is given a clear indication that she* may fail the course. The trainee automatically seeks scapegoats for the failure. And the scapegoat might well be the trainer, who then feels exasperated and resentful about being blamed (especially if the trainer is doing her level best to help the trainee make progress).

But what might be the cause of such apparently irrational behaviour on the part of the trainee? Way back in 1957, Festinger expounded the theory of cognitive dissonance, which was essentially a reaction to the behaviourist's stimulus-response view of human psychology. Festinger maintained that humans cannot hold two incompatible cognitions simultaneously - and that this was a primary motivating force behind human behaviour. An oft quoted example is that of the smoker, for whom cognition A would be "I smoke" and cognition B "Smoking kills". This cognition incompatibility causes discomfort in the smoker, who is motivated to deny one or both cognitions. As the smoker can see himself smoking every day, it's clearly difficult to deny cognition A. But as far as cognition B is concerned, there is conflicting evidence (e.g. despite mounting evidence against smoking, the fact remains that some extremely old people are heavy smokers). And so the smoker may deny cognition B, maintaining that smoking is not so harmful. By doing this, the smoker has engaged in dissonance reduction. In other words, he hasn't behaved in a rational way; rather, he has behaved in a rationalising way. He has unconsciously used a psychological mechanism to make himself feel better.

A personal experience

If I may relate a personal experience, this may serve to clarify my argument further. Once on an assessed training course a trainee (who I will call Michael) was having great difficulties in the middle of the course both in terms of language awareness and teaching methodology. I felt I needed to communicate clearly to him the key areas to

* she's and he's alternated from paragraph to paragraph

continued →

work on so that he might stand a chance of passing the course. I tried my best to be constructive, positive, forward-looking, and, above all, selective. Eventually, in a one-to-one meeting, Michael responded with blind panic and a huge amount of disbelief. He said "But I'm giving it my all" and seemed really angry that he wasn't meeting the required standard for that stage of the course. At a second one-to-one meeting he criticised me for being "abrupt and demotivating" (he further stated that the other trainees felt I was too!). I don't know exactly how common such an exchange is on assessed training courses. But personally I found it very difficult to take in my stride. I needed to go for a walk to cool off before I could re-enter the training room and work properly again.

But maybe the positive outcome was that it got me thinking about how all kinds of people (students, trainees, teachers, and trainers alike) rationalise situations in order to make themselves feel better. It made me think too about how I might have handled that particular situation in a different way. Let's assume that Michael was experiencing cognitive dissonance. Cognition A was "I'm working really hard" and cognition B was "I'm failing the course". He seemed to be replacing cognition B with "I'd be passing the course if I had a sympathetic trainer". So what could I have done? Probably not an awful lot. I certainly couldn't have lied about his chances of passing – this would have led to greater disappointment later. Perhaps I could have made it very clear that my colleagues and I understood how hard he was working.

Of course it would be very easy to explain away all conflict that occurs on assessed training courses in terms of dissonance reduction on the part of the trainees. But trainers can reduce dissonance too. In the above case, my cognitions may have been like this. Cognition A: "I am an experienced, thoughtful, caring trainer, who for years has tried to make the learning experience for trainees an uplifting one". Cognition B: "This trainee thinks I'm abrupt and demotivating". If I had decided it was me who was reducing dissonance, the most positive thing I could have done was to recognise that my training style did not achieve my desired aims with all trainees. I would have concluded that greater empathy was needed on my part, resulting in a different choice of words and delivery etc. with some trainees. Put more generally, I could have been more adaptable.

What a trainer can do

So if a trainee is really struggling on an assessed course, what can a trainer do? For legal and ethical reasons, the trainer must be honest about the trainee's strengths and weaknesses. But if there is conflict, it's worth thinking about who's doing the dissonance reduction. If you really think it's the trainee, then awareness of this itself helps, together with a clear acknowledgement of one of the cognitions (i.e. the one you believe is true). If there is still conflict, a cooling off period would be beneficial.

But it could be that it is the trainer who is reducing cognitive dissonance. Below are some very different examples of possible trainer cognitive dissonance, and some suggested do's and don't's for those situations.

SCENARIO ONE

Cognition A

My trainees seem to be really bored in my training sessions.

Cognition B

I'm doing my best to use appropriate and stimulating training techniques.

DON'T kid yourself everything is hunky dory and continue in the same vein.

DO tell the trainees at the end of the session that you noticed they didn't seem fully involved. Ask them whether things are too slow/fast or whether the training methods are useful. Ask them whether they're finding it difficult to concentrate for other reasons. You can even get the trainees to vote on the different explanations by secret ballot. If the majority of trainee want a change in training methods or speed, make the necessary changes.

SCENARIO TWO

Cognition A

A trainee is giving me a clear signal that she needs more one-to-one guidance from me – she seems to implying that I'm lazy/unprofessional if I don't heed this need.

Cognition B

I'm highly professional/hard-working/caring

DON'T cave in and give an unfair amount of time to this trainee, thereby depriving other trainees of their due time.

DO ask the trainee if he's aware what percentage of the one-to-one time available is being given over to him. Remind him that all the trainees are entitled to equal amounts of the trainer's time. Set up a specific time limit for one-to-one guidance for each trainee.

SCENARIO THREE

Cognition A

A trainee has just given an awful lesson, but says she is really happy with it during feedback.

Cognition B

I pride myself on the clarity of communication with my trainees and the painstaking way I help them to prepare for lessons.

DON'T agree with the trainee's verdict and gloss over the problems.

DO help the trainee to focus on the key part(s) of the lesson and try to help her to understand how she made it difficult for students to learn efficiently. If necessary, break down the problematic bits of teaching into components (e.g. one component of giving instructions would be getting attention). Ask the trainee to practise with colleagues if this is possible. Give encouragement and praise where appropriate.

If you feel you're experiencing dissonance again and again concerning the same issue, it may be good to take a long, hard look at one of your cognitions (e.g. "I communicate clearly"), and, if necessary, try to make permanent changes so that your cognition remains true. This may be painful, but the final outcome may be a positive one.

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A Case Study: Pre-Teaching Vocabulary for a Writing Task

Hugh Cory, UK

This article describes a lesson I observed last June on an in-service course for inexperienced teachers. In an institution particularly generous with the time allocated to teacher training, I was able to spend an hour discussing the lesson plan at the pre-observation stage as well as another hour of post-observation with the teacher. On completing written feedback on the lesson, I found myself with a case-study that I wanted to share.

The situation

The syllabus required that this monolingual (Turkish L1) class of pre-int/int students should write an essay on the topic "Causes and Effects of Traffic Accidents". They had already done some work on cause and effect essays, but no work on the topic of traffic accidents. The 50-minute lesson aimed to spend 20-30 mins getting the students started (language input and ideas), leaving the students the rest of the lesson plus homework to finish the essay.

The Causes and Effects of Traffic Accidents

The lesson

The teacher's approach to pre-teaching useful ideas and lexis was to brainstorm it. After she had, interestingly, distributed an L1 handout from the local press with photographs of two recent accidents, the Ss worked in groups to list causes and effects. Whole-class feedback led to the teacher writing the following on the board:

CAUSES	EFFECTS
drinking	death
driving fast	lose license
car not serviced	punishment
bad road	damage to car
driver is tired	getting injured
not obeying rules	families upset

These 12 items corresponded largely to what the students had brainstormed, and was also quite close to what the teacher had anticipated in her lesson plan, and which I had approved. Within the context of the syllabus, etc, this procedure seemed to be appropriate. However, examination of the students' scripts suggests that this lexical input may have been seriously inadequate, as revealed in the following samples.

Students' scripts

Huseyin: One reason why people commit traffic accident is because of driving fast. since they wasn't careful traffic rule moreover they take alchocol therefore driver is drunk. The second reason why people commit traffic accidents are because driver is tired and sleeping and road is bad. (...) One effects of committing traffic accident is that they are geting injured and. They can get damaged and they can died. Another effect of people committing traffic accident they receive punishment.

Ayse: There are many couses for traffic accident. I am going to write about the couses of traffic accident. One reason driving fast. if people driving fast the car have accident. Afther reason Alcohol and drug. Then tree reason is don't careful. if people driving don't careful the car have accident. four reson is bad roads and last reason why people have traffic accident is because car problems.

On the other hand, of traffic accidents has many effects one of the effect is getting injured moreover people is death. after effect is a lot of damaged and the last effect is families got very upset.

Mehmet: First I am going to write about the causes for traffic accidents. (...) People are going to bar or disco and drink alchocol at night. (...) Secondly I am going to write about the effects for traffic accidents. If people have traffic accidents they will geting injure or kill someone.

Cemil: One reason for traffic accidents is because of driver is drunk. besides driving fast. another reason for traffic accidents is because of driver is tired and are not careful. The main reason for traffic accidents is because of road is bad. As a result, driver make accident. (...) The main effect of of traffic accidents is that, people can die and the car get damage.

Filiz: May be the traffic accident reason they are tired and no driving license as a result they damage to car. (...) There are

continued

many effects of traffic accidents. The main result of traffic accidents is getting injured this was because driving fast. One reason of traffic accidents get a fine and crash into something. Another result of traffic accidents damage to car and may be can people to died.

In what ways was the lexical input insufficient?

1. Some **key words** were not anticipated, for example **alcohol**:
9 students out of 11 tried to use this word, but only two spelt it right, one of whom gave it a capital A. There were 5 alchocol, 1 alchol, and 1 achol.

2. **Verb-noun** collocations had been neglected, e.g. **accident**:
to have a traffic/car accident
accidents happen ...
Since these collocations hadn't been given (or elicited), only 3 students out of 11 used the verb have (two had have traffic accidents and one missed the article in have traffic accident), but we also had do traffic accident, make accident and commit traffic accident: all three of these Ss missed the article.
punishment:

Of the 6 Ss who mentioned any form of punishment, four Ss wrote the not-very-natural receive punishment, and only two students wrote the more appropriate get a fine. Because only the noun was given, Ss had to try to find a verb that collocated with it. Perhaps the students needed a verb:
to be punished
to be fined / to get a fine
to lose your license

3. The input was written in note form, without **articles** ("driver is tired"; "damage to car"). The evidence suggests that it is inadvisable to give lexical input in note form, stripping nouns of their articles, when teaching a class whose L1 doesn't have a comparable article system. By presenting vocabulary in larger chunks, using articles and avoiding note form, perhaps we could also start to solve the problems we have with teaching definite and indefinite articles.

4. Many of the other errors seem to occur in territory that is somewhere between vocabulary and grammar. For example, it is clear that the Ss have been given a lot of input in terms of **linking words**:
Because / because of; One ... another; Furthermore; However;
On the other hand (inappropriate here); First ... secondly .... As a result

But in many cases there is little understanding of the grammar of these words. If we take the most obvious example, **because / because of**, these are 14 uses of because in the scripts, of which 9 are grammatically incorrect:
because of driver is drunk (3)
because driving fast (2)
because of driver is tired (2)
because of road is bad
because car problems
while 5 are more acceptable
because some people drive fast
because of driving fast (2)
because driver is tired

Did the Ss make these mistakes because they don't know the **grammar** of because, or because they hadn't been shown the grammar of the chunks on the BB such as driving fast, bad roads, and driver is tired?

There has certainly been little apparent attempt at grammatical manipulation of the phrases on the BB. Is this the inevitable result of this kind of vocabulary presentation? If so, perhaps the solution is to add a phase where the Ss learn to manipulate the lexis they have been given, e.g. a relatively traditional exercise such as:

1. driving fast
2. car not serviced
3. bad roads
4. driver is tired
5. not obeying rules

1 a) Accidents happen because of people driving fast.
1 b) Accidents happen because people drive fast

2 a) Accidents happen because of cars not being serviced.
2 b) Accidents happen because ... (etc)

A similar case could be made for the same kind of work on patterns surrounding the word **reason**. The Ss appear to have been taught the (dubious!) pattern
One reason ... is because .... Another reason .....

This leads to some fairly successful realisations:
One reason people do traffic accident is because some people drive fast the car.
One reason why people commit traffic accident is because of driving fast.

But we also get:
One reason driving fast.
One reason is that, alcohol and drugs.
May be the traffic accident reason they are tired ...
One reason of traffic accidents gets a fine and crash into something.

Better lexical input

In this case study we have seen a writing task attempted by a group of pre-intermediate / intermediate students, where the only lexical input on the topic was a set of words elicited from the Ss and written, with some modification, on the BB. It was, incidentally, evident that the teacher had not written a model answer in advance - one possible way of anticipating the necessary lexis, e.g. *alcohol*.

Obviously one does not normally ask Ss at this level to write on a topic without more consequent input, normally through reading and/or listening, and discussion. But if brainstorming is to be the principal source of lexical input, something needs to be added to make it adequate. In

order to use a word, Ss often need more information than just a phrase on the BB. In this lesson, the missing link might have been supplied by an added phase of the kind described above, where the teacher encourages the Ss to explore the grammar of the word. More attention also needed to be given to **collocation**, e.g the verb-noun collocations missed here. Quite possibly the neglect of **dictionaries** (e.g. Cobuild Learner's/Cobuild Essential, and/or Longman Essential Activator) was also significant.

An alternative approach

But would such an improvement in the quality of the lexical input have saved the day? This teacher would still be asking an awful lot from students whose basic language skills may well not be adequate for the task.

On my next observation of a different teacher doing a similar writing lesson at the same level, a model text / text reconstruction approach was adopted, where the teacher started by putting a model answer on (several layers of) OHP, then gradually disappearing it layer by layer (linking words, verbs, nouns ...). Through repeated whole-class reconstruction of the text, the students practised manipulating the very rich lexical input, so that when the text was wholly disappeared and the students were invited to produce their own essay as close to or as different from the original as they liked, they were certainly able to come up with a much more impressive product. The lesson was relatively enjoyable and painless for the students, correction of the written work was less of a burden for the teacher, and teacher and students all had a greater feeling of satisfaction and achievement.

Conclusions

1. At the stages of pre-observation and observation, this lesson looked fine to me within the context of the school syllabus. But the students' scripts suggest the whole approach was misguided. A reminder that classroom observation can involve more than observing what happens in the classroom: investigation of the writing produced as a result of the lesson switched the focus on to the learners and their learning, and this was both healthy and fruitful for the teacher and the observer.

2. There's a world of difference between brainstorming ideas for a writing task and giving appropriate lexical input.

3. If language is grammaticalised lexis, then it is salutary to observe lexical input being so unsuccessfully grammaticalised. Sometimes lexical input needs a grammaticalisation phase.

4. By giving key lexis in note form, teachers may contribute to confusion about the use of articles. Might it not be useful to treat articles as part of the lexical item?

5. In choosing between a process and a product approach to writing, both the level of the students and the requirements of the syllabus might be relevant considerations. In this case, the text reconstruction technique might be an appropriate choice as an efficient, rich, and usefully repetitive medium for lexical input.

Postscript

When a group of overseas teachers on a Refresher Course at Newnham Language Centre, Cambridge, discussed this case study, there was general agreement that the school syllabus seemed misguided in asking the teacher to require a piece of writing from Ss at this level without first giving them input in the form of reading, listening and discussion. It was suggested that appropriate input might be found in the newspaper. To test this theory on the spot, we shared out pages of the three newspapers found in the staff room, and came up with "Off-road disaster of barrister's wife" (John Ezard, The Guardian, 5.8.97).

We found that:

- neither of the words *accident* or *alcohol* occurred in it;
- there was a rich set of crime and punishment lexis, including e.g. *drink-driving and speeding* and *banned from driving for three years;*
- the rather dynamic (*drink*) driving lexis included:
  - drove through (*the wall*); drove erratically; drove straight across (*a junction*); drove into (*a house*)
  - knocking over (*a bollard*); knocking it down; (*Mrs X*) was knocked back into (*her lounge*)
  - reversed through (*the wall*); reversed into (*the house*)
  - colliding with (*the wall*); struck (*the wall*); missed (*the taxi*)
  - in an emotional state
  - made a memorable impact on (two houses and a woman inside one of them).

This 400-word authentic text could doubtless (school syllabus permitting) have played a role as part of the input leading up to the pre-intermediate writing task. However, within the syllabus and time-frame in which this teacher was operating, the authentic text in itself would not have been sufficent to replace a presentation that gave students access not only to the key words/collocates they would need but also to a model for grammaticalising this lexis. As an ad hoc solution to the problem of eliciting a piece of writing from a pre-Intermediate class on a topic on which they have been given no input, the procedure of text reconstruction may well be a better option than an authentic text.

Back Issues

If you'd like to know what articles you've missed in back issues of '*The Teacher Trainer*' send in £8 and a large self-addressed envelope and we will send you an index entitled '*The Story so Far*'.

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AUTHOR'S CORNER

Kathleen Graves, editor of "Teachers as course developers" CUP (1996)

TW. Where do you work Kathleen and what kind of work do you do?

KG. For the last sixteen years I have been on the faculty of the Department of Language Teacher Education at the School for International Training (SIT) in Brattleboro, Vermont. In our MA program my main responsibilities are to teach courses and to supervise teachers during their teaching practicum. I have taught core courses in methodology and linguistics and elective courses in curriculum design. I have also been involved in other projects and consultations such as developing a teacher training course for secondary school teachers of Chinese, since I majored in Chinese language and literature as an undergraduate. I took a reduced load on our program so I could co-author "East West" with David Rein and, later, Alison Rice. It was Oxford University Press's first American English integrated course series. Its publication in 1988 has allowed me to travel all over the world giving seminars to teachers on topics such as motivation in the classroom and understanding how to develop instructional objectives to make one's teaching learning focused.

TW. When did you get really interested in curriculum design?

KG. My work with "East West" got me interested in curriculum design because of all the reading, discussion and thought we put into what should go into the series. In the winter of 1990 I offered my first course in curriculum design to a group of Bolivian teachers on a special program at SIT. In preparation for the course I read what I could find on curriculum design in ELT. In the winter of 1991 I taught in a special program for teachers from the six Central American countries. I offered an independent study in course design.

TW. When did you start thinking you'd write a book about it?

KG. It was while I was working with the Central American teachers that I became aware of two things that frustrated me. First, there seemed to be an assumption in the literature that course design followed a predictable sequence. Secondly there was something missing in the books and articles I had come across: the voices and experiences of the teachers for whom the books were intended. There were plenty of examples from academic specialists and from published works like "East West". Course design was portrayed as a process with results that did not resemble the messy, multi-faceted, two steps forward one step back process that I had experienced in my own designing of courses and recognized in that of teachers I worked with. The process had been idealized, theorized and sanitized into something that made some teachers feel inadequate because they were not doing things the "Right way" or getting the "Right results".

Additionally in 1989 I had a conversation with one of my graduate students about a current book on course design which he had read and found difficult to follow. That conversation lodged in my brain and was another factor that prodded me into writing "Teachers as course developers".

TW. Could you tell us a little more about the book?

KG. Briefly, the heart of "Teachers as course developers" is the story of six teachers , each of whom have written about an experience designing a course, teaching it, evaluating it and reflecting on what they learned about the experience. I chose six different settings so that the range of our field of ELT could be explored. The teachers each write in a different style reflecting who they are and how they perceive their experience. Two wrote their chapters as diary entries, for example. One chapter is built around a series of mind maps (something I like in your book Models and Metaphors.. Tessa.)

KG. How did you work with the six teachers?

KG. The process of writing the book was like having a long and engrossing conversation with each of them. I would receive a draft and then ask all kinds of questions about what they had written. They would respond by editing the draft, sending it to me and so on.

TW And how did you weave these conversations together?

KG. My contribution to the book consisted of two chapters which provide a framework both for the teachers' stories and for the process of course development. I then used the framework to provide a brief analysis and tasks for each teacher's story. I piloted the book in draft form in a course at SIT and made changes to the framework and the tasks based on suggestions made by the teachers who took that course.

TW. How did you feel when the book came out?

KG. When the book was published I swore I would never write another book_ too much work and anxiety, too much time! However, I felt I had more work to do, namely, to provide teachers with tools to undertake each of the processes in the (since modified) framework: conceptualizing content, formulating goals, and objectives, assessing needs and so on. Fortunately, Donald Freeman , my colleague and husband, had asked me to contribute to the Teacher Education series he was editing called TeacherSource. The TeacherSource books are organized around three strands or frameworks: information for the teacher about the subject, teachers' voices (reflections on their experience with the subject) and investigations (reflective or productive tasks for the readers to understand or undertake on the subject)

TW. So, will that be your next book?

K.G. The manuscript for that book, entitled "Designing language courses:A guide for teachers" has just been sent to reviewers. I was ready to see it go since I was beginning to feel I was blithering on rather than writing something clear and worthwhile. There's still plenty of work to do, but I have found that letting something go for a while gives me a fresh perspective when I return to it. I find I can actually read it with new eyes and edit it fruitfully, rather than reword the same phrases again and again.

TW. Well, I'll look forward to seeing that one out too! Thanks for talking to me.

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BOOK REVIEW

Williams, M. & R. Burden (1997) Psychology for Language Teachers: A social constructivist approach. Cambridge: Cambridge University Press. 240 pp. SBN 0-521-49880-5

Reviewed by Alun Rees, UK.

Psychology for Language Teachers, as a book which establishes a firm link between education and the language classroom, is one that has been waiting to be written. As far back as 1983, Stern (p.419) complained that in language pedagogy, education is: "probably the least recognized and the most neglected" of the relevant disciplines; in 1985 Abbott urged that the teaching of languages in schools must be restored to the realm of education. This publication embodies such a restoration, implemented through a psychological perspective.

The book has grown organically by the merging of the thoughts and experiences of an applied linguist and of an educational psychologist. Marion Williams has taught and written about TEFL at all levels from primary to university; Bob Burden is a past President of the International School Psychology Association, and a practitioner in special needs education. They both lecture in their disciplines at Exeter University School of Education. The book was a runner-up for the Ben Warren Memorial Prize (1997) sponsored by International House, London.

This is not a text which contributes directly to language teaching methodology, nor does it probe the depths of language structure or of language acquisition. The reader looking for an ordered history of the psychological aspects of language teaching will not find it here.

The book has a different remit, and one which is pursued with determination and scholarly argument. It is perhaps best summed up by the authors' assertion (p.44) that if educational psychology is to be meaningful to language teachers, then it should be about education rather than simply about language instruction, and therefore be concerned with how teachers can assist in converting the learner's language learning experience into a truly educational one. Indeed, some 70% of the references in the bibliography have an educational focus, rather than a narrow language-teaching one.

What Williams and Burden seek is an approach which focuses on the unique contribution that each individual learner brings to the learning situation (p.95). The search is conducted from a social constructivist standpoint whereby the individual learner is viewed as constructing his or her own reality. Hence the authors display a wariness of the "average" emanating from a statistics-based approach (pp.94-95) – a position which differs markedly from past writers such as McDonough (1981:155) who maintained that: "... although individuals

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are, ultimately, unpredictable in detail, there are broad trends and general categories which can be known and prepared for."

The authors locate a framework for their argument in the work of Reuven Feuerstein, a founder member of the State of Israel, who played a leading part in the education of immigrant Jewish children from all over the world, many from impoverished educational backgrounds. It is argued that the educational principles arising from this work can provide insights for the language classroom. Feuerstein's humanistic, affective and resolutely pursued belief that all can become fully effective learners who continue to develop their cognitive capacity throughout their lives, contradicts the more traditional notions of fixed intelligence and a critical period in learning. The belief arose directly from practical need. This encourages a buoyant, dynamic and pragmatic view of learning which suffuses Psychology for Language Teachers, and is manifested by a concern for practical illustration which commences well before the first half of the book (p.80).

As key aspects of learning are not stable, but changeable, this opens the way for the role of the teacher as the pre-eminent **mediator** in the process. The specification of the role of mediator represents a fundamental and original concept which, together with intellectually stimulating task-types, characterises the approach proposed here.

Chapters 1 & 2 introduce the discipline of educational psychology and the interactionist perspective, elucidating 4 key aspects which form the bulk of the remainder of the book: The Teacher (Chapters 3 & 4), The Learner (Chapters 5-7), the Task (Chapter 8) and The Learning Context (Chapt. 9). Chapter 6, which overviews the minefield of motivation, is not surprisingly the longest and most dense chapter (30 pages). The final chapter (10) offers ten basic propositions regarded as crucial for the language teacher which have emerged from the previous discussion.

There are numerous topics touched upon in the course of this book which will be of interest to those involved in language education: the fundamental difference between learning and education (p.6); Vygotsky's "zone of proximal development" (p.40); Feuerstein's Instrumental Enrichment (p.41); the inextricable link between assessment and learning (p.42); the doubtful value of "the good teacher" studies (pp.47 & 48); the redundancy of the "Master of Methodology" concept [a one-time post in the institution where I now work] (p.51 & p.53); the ramifications of that catch-all motivation (Chapter 6); the lineage of the element of challenge symbolised by Krashen's "i + 1" (pp.25, 26, 31-33, 75, 93 & 129); why mediation is not simply what teachers have always done (p.68); how we can match each individual learner with the level of task appropriate to him or her (pp.75 & 133); the evidence for Feuerstein's belief that anyone can become a fully effective learner no matter what the age or disability (p.77); the problems of research into individual differences (p.90); Weiner's theory of attribution (pp.104-105); the complexity of the concept "goal" (pp.131-32); perceptive views on feedback in language learning (pp. 134-136); the key facet in the classroom environment (pp.192 & 196); the problem of competition (p.193). And much more.

The authors might perhaps be taken to task for the claim that behaviorism dominated language teaching throughout the world and that its ideas were widely taken up by language teachers (pp.8, 10 & 11). This does not accord well with their admission (pp.57, 61 & 187) that most methods used in language teaching appear to belong to several overlapping categories, and that most teachers' views would incorporate a mixture of these. All methods tend to be modified by classroom expediency. Though probably in a minority, I would not personally endorse the widely-accepted "fairly passive" description (p. 10) of the role of the learners under audio-lingualism, for in practice the mechanical drillwork demanded considerable effort in sustaining attention, listening, memorising, repeating and correctly manipulating language. Similarly, time may reveal that the influence of humanistic approaches on everyday ELT (p.37) has been overstated.

Apart from the above historical footnote, there lurks a nagging doubt that the cerebral rather than merely language teaching focus of the classroom tasks suggested, might discourage those learners for whom language lessons are a refuge from more intellectually demanding courses on the curriculum, and who would not expect nor indeed welcome a challenging problem-solving approach, which might be regarded as an additional obstacle to learning. As Howatt (1984: 300) reminds us: "practical fluency may well be at risk if it is deemed to be in conflict with some worthwhile educational priority". Indeed, it might be argued that worthwhile educational goals could be pursued by more direct, economical and effective means than being routed so radically through a language learning experience. And adults in language schools (p.204) paying to learn a language, though aware of the benefits of peripheral learning, might regard as somewhat demeaning and deflecting their enforced submission to being "educated" rather than being taught language by teachers who are likely be younger and less experienced than themselves.

However, these random points should not allow the reader to be distracted from an appreciation of the overall soundness of Psychology for Language Teachers. It is not a prescriptive recipe book, nor a compendium of teaching tips. This is a text which will provide language teachers with essential introductory reading to a number of key topics in educational psychology, thereby enabling them to become more aware of their pedagogical beliefs, and helping them to make more informed professional decisions. It has been welded into a seamless product which is co-authored rather than co-edited. The detail, density and closely argued content demand careful reading, but this is assisted by a crisp and lean style that is refreshingly free of jargon, and mercifully devoid of the creation of personalised trademark terminology. Readability is strengthened by regular signposting, back and cross-referencing, and position summaries. It will thus serve as a model for students writing their dissertation literature review. The authors also reveal an uncanny knack of predicting and parrying one's objection to points raised during the reading. This probably stems from their critical co-operation (see: Williams & Burden 1997), and trying out the ideas with professionals in different parts of the world in lectures seminars, and conference papers (p.1).

This is an authoritative, discursive, persuasive and important book which eschews the simplistic, and is a testament against extremism. It provides alternative ways of looking at teaching/learning situations, and lays the groundwork for a theoretical underpinning to a communicative approach to language teaching (p 39). Psychology for Language Teachers would serve as the basis for an introductory course on psychology in language teaching; it is certainly destined to be widely quoted in the literature.

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Meeet a Colleague from Argentina

I met Carlota Gamarra on a course for teacher trainers in the UK.

TW. Carlota, I understand you run your own institute in Argentina. Can you tell me a bit about it?

CG. I started running the institute over twelve years ago, in April 1987, and since then it has grown steadily from something pretty small-about 80 students-into a medium-sized institution –over 300 students in its main headquarters and about 100 in a new branch opened in 1997. In both places we cater for all kinds of students, running courses ranging from pre-school to Proficiency level as well as tailor –made courses for adults and teachers.

TW. Do you actually own the institute?

CG. Yes, I do.

TW. What made you want to set it up?

CG. It had been a life- long dream and I happened to meet another teacher also interested in setting up an institute so we did it together. The two of us were in charge for a few years before she moved to Buenos Aires, at the end of 1990.

TW. What did you do before?

CG. Before that I had been working as a teacher, head of department and head of the language laboratory at a secondary school for about 18 years, and also working with groups of private students.

TW. What sort of teacher training courses do you run in your institute?

CG. I've been doing teacher training at the institute for about eight years now, all this time working with a friend and colleague, Ann Montemayor-Borsinger. Throughout this time we have worked hard and had great fun at the same time, preparing teachers to sit the Cambridge exams for teachers-CEELT 1 and 11 as well as preparing a group of them for CPE in 1996 and another group for COTE in 1997, besides other tailor-made courses.

TW. Do you help your own staff to keep developing professionally too?

CG. Yes, at the beginning of each school year, and depending on my own availability, I try to organise different courses leading to teacher's in-service training and development. The most popular courses offered yearly are CEELT 1 and 11, CPE and in 1997 we had our first COTE course which lasted seven months and proved to be a most enriching experience for me as a tutor and for the five participants working on it.

The work done in the different courses depends on the participants' needs and prior knowledge. The areas we give greatest importance to are language development, methodology discussion, classroom management, lesson planning, materials and aids.

We work by having tutor input sessions, tutorials, group discussion, peer observation mainly when running the COTE, and a large number of suggested readings intended to foster teachers' personal awareness of specific issues related to teaching and learning a foreign language

TW. How do you take care of your own professional development?

CG. By attending courses in England very regularly, by reading all kinds of EFL, ESL material-magazines, journals, newsletters etc and by sharing all the work done in staff training with Ann who is currently doing her Ph.D at Glasgow University. I also have to add that English is a real passion of mine! I'm always working on my English in one way or another. At the moment I'm reading "September" by Rosamunde Pilcher and some British short stories edited by Esmor Jones, for pleasure. I also enjoy listening to stories on tape, such as the "Woman's Hour Short Stories", a BBC radio collection.

continued

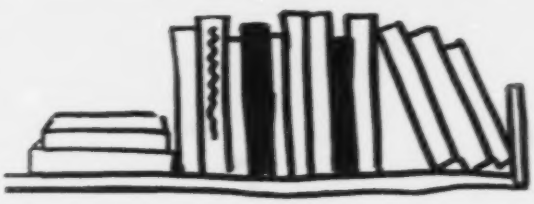
TW. Carlota, you took a big risk some years ago leaving public paid employment and setting up on your own. If anybody reading this is thinking of doing something similar....setting up a school or going freelance...what would you say to them? Do you need to be really wealthy to do it? What are the strains and the pleasures?

CG. Well, in fact, I must tell you that I decided to keep my public employment together with running the institute for about two or thee years. This was possible for some time because the institute was smaller in those days. It was too much work, though. I wasn't sure what to do, and then thanks to the provincial retirement regulations at that time, I found myself with the solution to the problem. I was "entitled" to retire, having completed 20 years work!

From that day on I was able to dedicate my entire time to my language school. That is the kind of wealth you need- TIME. As for the strains and the pleasures, the latter outnumber the former by the score. I consider myself very fortunate to be able to manage my own school which involves being a tutor, supervisor, teacher, observer, course designer, administrator, decorator, gardener and so on and so forth as well!

My advice to anyone thinking of doing something similar is, "Go ahead and do it as long as you really love what you're doing!".

PUBLICATIONS RECEIVED



This column is designed to pick out publications having relevance or interest for modern language teacher trainers. In this issue I'll start with six book series.

Book Series One

The "Professional development collection" consists of light pocket-sized booklets on teaching topics drawn from recent research topics at the NCELTR, Macquarie University, Australia. The series editor is Anne Burns. The booklets are interesting not just for their topics and fast "readability" but also because each one contains summaries of the principal findings of research (right hand page), supported by short, apposite quotes (left hand page). There are also practical suggestions for implementing the findings in the classroom. Examples in the series are:

Teaching disparate learner groups ISBN 1-86408-493-6.

Monitoring learner progress ISBN 1-86408-495-2.

Developing critical literacy ISBN 1-86408-494-4. All by Kristine Brown (1999).

Book Series Two

Oxford introductions to language study (OUP). This series of handy pocket-sized surveys is intended for readers new to the formal study of language. Each book contains an up-to-date overview of the topics, short readings with study questions, annotated further reading references and a glossary explaining terms. Because of the book size the type-face is small but the texts are not simplistic. The series editor is Henry Widdowson. Examples are:

Linguistics by H. Widdowson ISBN 0-19-4333372065.

Pragmatics by G. Yule ISBN 0-19-4372073.

Second language acquisition by R. Ellis ISBN 0-19-437212x.

Sociolinguistics by B. Spolsky ISBN 0-19-437211-1.

Psycholinguistics by T.Scovel ISBN 0-19-437213-8.

Book Series Three

Classroom techniques and resources in action (Prentice Hall). Designed to offer teachers material that can be directly used in class, the books in this series all contain activities written up in "recipe" format under headings such as level, purpose, preparation, in class, variations. The general editor is Christopher Candlin. Examples are:

Conversation and dialogue in action by Zoltan Dornyei and Sarah Thurrel (1992) ISBN 0-13-175035-6.

Vocabulary in action by Linda Taylor (1992) ISBN 0-13-950916-X.

Children in action by Carmen Argondizzo (1992) ISBN 0-13-13111467-X.

Pronunciation in action by Linda Taylor (1993) IADBN 0-13-131467-X.

Book Series Four

The complete guide to teaching a course (Kogan Page). Designed for teachers, lecturers and trainers in open-learning and internet settings, the four books contain practical strategies and are clearly structured and illustrated with tables and useful margin summaries throughout. Titles are:

Planning a course ISBN 0-7494-2807-4

Preparing a course ISBN 0-7494-2808-2.

Delivering a course ISBN 0-7494-2809-4.

Evaluating a course ISBN 0-7494-2810-4. All by Ian Forsyth and David Stevens. All in second editions (1999).

Book Series Five

Handbooks for the English classroom (Heinemann). This series consists of practical A4 sized handbooks for school teachers with introductory backgrounds the topic and chapters containing lively activities and photocopiable material, glossary and bibliography as well as ideas for readers wishing to develop their own materials for individual class needs. Examples are:

Project work step by step (1993) by Ramon Ribe and Nuna Vidal ISBN 0-435-282484.

Assessment (1994) by Michael Harris and Paul McCann ISBN 0-435-28252-2.

Storyteiling (1995) by Juan Jesus Zaro and Sagrario Salaberri ISBN 0-435-28244-1.

Book Series Six

The Pippin teachers library. This series form a Canadian publisher brings us some relatively new concepts in EFL/ESL learning and teaching. Examples from these medium-sized paperbacks are:

Whole language; practical ideas by Mayling Chow et al (1991) ISBN 0-88751-032-9.

Classroom suggestions for shared and independent reading and writing with a special emphasis on evaluation strategies in open-ended, child-centred literacy development curricula.

The whole language journey by Rebecca Harlin et al (1991)ISBN 0-88751-034-5. Designed to smooth the transition to a literature-based, child-centred approach to learning.

Partnerships in learning: teaching ESL to adults by Julia Robinson and Mary Sellman (1996) ISBN 0-88751-0744. Strategies for developing a collaborative approach that focuses on the learners. For teachers new to ESL with adults.

Life writing, learning through personal narrative by Sidney Butler and Roy Bentley (1997) ISBN 0-88751-042-6. Building on the natural proclivity of people to tell stories about themselves and their experiences this book, aimed at teachers of children and adults gives ideas for NS and NNS students and teachers to improve their writing skills.

Individual Books

Culture bound Ed. Joyce Merrill Valdes (1986) CUP ISBN 0-521-31045-8. Eighteen theoretical and practical essays by different authors writing in the twenty yeas prior to publication are divided into thee sections: Language, thought and culture/ Cultural differences and similarities/ Classroom applications. The collection is designed to give language teachers a basis for introducing a cultural component into their teaching. Section three is useful despite having examples mostly pertaining to US culture.

Testing teachers by B. Jeffrey and P. Woods (1998) Falmer Press ISBN 0-7507-0786-0. Drawing on research carried out in six contrasting case-study primary schools over a three year period, this book reveals how UK inspections (OFSTED) were received within the schools. Chapters on the inspectors' views and the teachers' experiences are interspersed with a day by day account of one school's inspection and make interesting reading.

Understanding and supporting children with emotional and behavioural difficulties (EBDs). Ed Paul Cooper (1999) Jessica Langley pubs. ISBN 1-85302-666-2. A comprehensive guide to a group of ill-defined, often unrelated disorders which can cause children to become disruptive both at school and in the home. It examines the nature, causes and methods of assessing, describing and analysing EBDs as well as looking at ways of supporting the children.

Developing critical thinkers by S.D Brootfield (1987) Open University Press ISBN 0-335-15551-0. This book aims to define critical thinking, explain how people can be helped to be critical thinkers and review opportunities for developing critical thinking at work, when watching TV and in intimate relationships. After dipping in here and there I understood that the author feels that critical thinking is a good thing but am not sure practically how to become one. Perhaps one would need to attend a course to get the best out of the material?

Improving services for the Deaf and hard of hearing NSEB adults in Australia. By D.V Cresdee (1997) Macquarie University. ISBN 1-86408-403-0. This A4 booklet presents the findings of research into the provision for Deaf/deaf adults as well as recommendations for teaching Deaf/deaf learners and training TESOL teachers to work with them.

New ways of using drama and literature in language teaching Ed V. Whiteson (1996) TESOL pubs. ISBN 93791-66-8. Divided into four chapters: prose, poetry, drama and a mixed bag this book of lively and imaginative practical activities written up in "recipe" format is good for helping teachers to integrate drama and literature in classes for children or adults.

Changing your spots by Terry Wilson (1998) Gower ISBN 0-566-07987-9. This book is designed to help people deal positively with change that others have initiated. Instances of redundancy, relationship break up and death are used to illustrate ways of coping. An unusual manual this, with exercises and self-assessment to help you do what leopards can't.

Coaching by Denis Kinlaw (1997) Gower ISBN 0-566-07888-0 hardback. This book assumes that everyone is a leader at some time or another and needs to know how to be a coach of individuals and teams. Chapters on the nature and value of successful, coaching interactions and specific practical strategies. Written for the business world and so it is succinct and punchy.

Journal Exchanges

"The Teacher Trainer" has arranged journal exchanges with

IATEFL Newsletter (UK)
English Language Teaching Journal (UK)
Modern English Teacher (UK)
RELC Journal (Singapore)
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English Teaching Professional (UK)

and is abstracted by 'Language Teaching',
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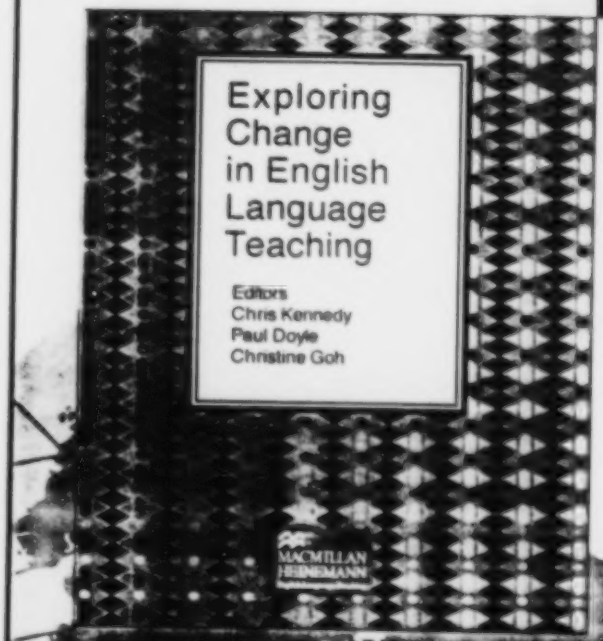

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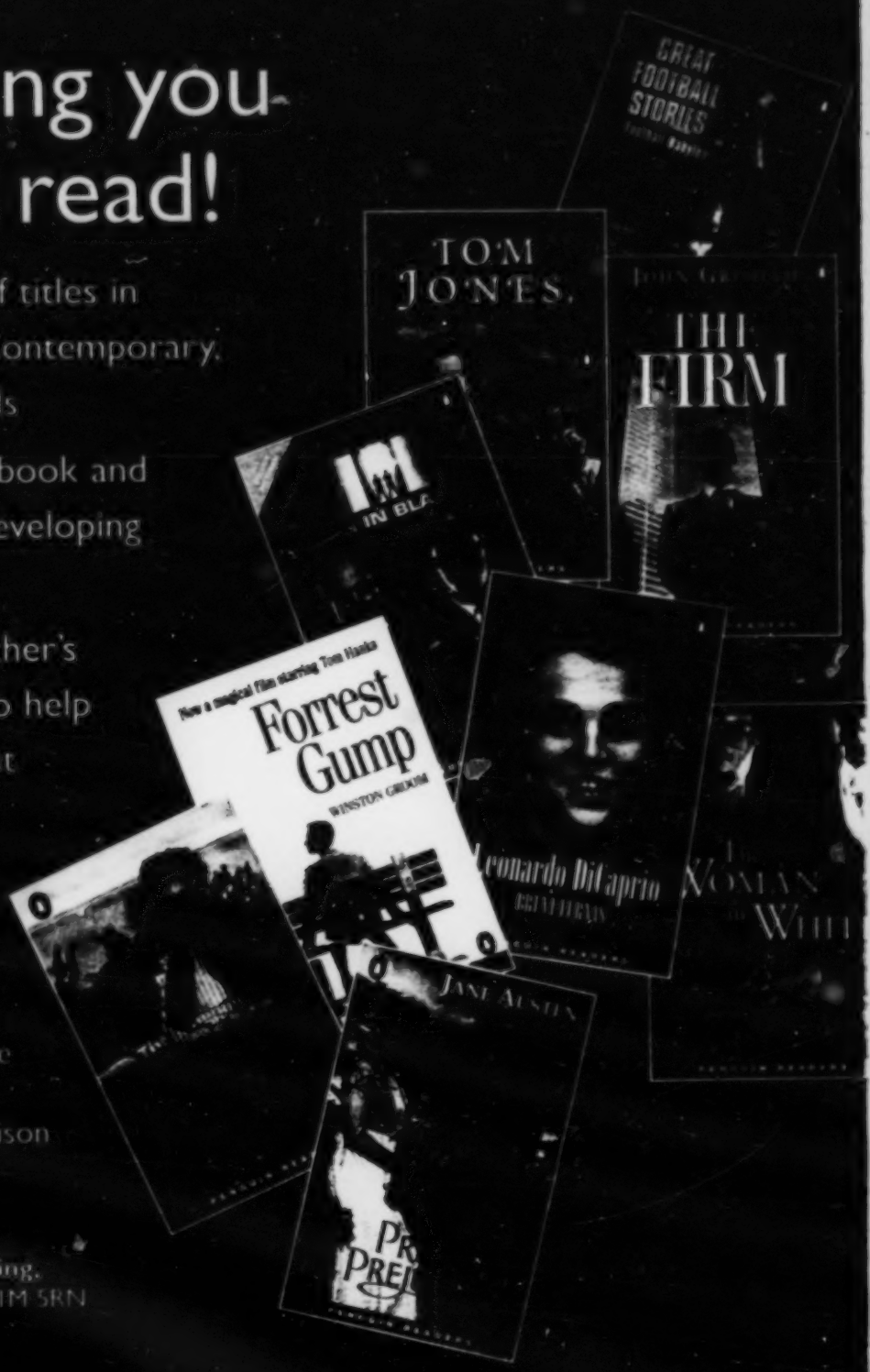

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